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ABSTRACT

The Data Book contains descriptive analyses of new social studies materials for kindergarten through Grade 12, teacher resource materials, ERIC abstracts of curriculum guides, and a listing of all social studies materials published in 1979. It is intended to help teachers, administrators, curriculum coordinators, and college methods professors in selecting appropriate materials on the basis of grade level, discipline, underlying philosophy, goals, strategy, structure, content, innovativeness, and merit. Four major sections comprise the book. Section One includes 63 two-page analyses of social studies textbooks and supplementary and nonprint materials. Section Two contains 20 short analyses of teacher resource materials. Each analysis summarizes the purpose, intended uses and users, and contents of each resource book. Section Three provides abstracts of 20 social studies curriculum guides identified through the ERIC system. Section Four contains a listing of 644 social studies materials published in 1979 and is organized by subject area. Each section is indexed according to author/editor, developer, grade level, publisher/institution, and subject area. (Author/KC)

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DATA BOOK OF SOCIAL STUDIES MATERIALS AND RESOURCES

VOLUME 5

Judith E. Hedstrom, Editor

SO 012 176

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INTRODUCTION

There are an overwhelming number of new social studies materials and resources on the market. In the midst of this vast array of new and diverse materials, school personnel--administrators, curriculum coordinators, and teachers--must make decisions as to what materials are most suitable to achieve their goals.

What materials are available? What do they look like? What do they cost? How long does it take to use them? For whom are they written? Can my students use them? What did the authors have in mind when they wrote them? What is the content? Do I need special training to use them effectively? What methods should I use in teaching--lecture? discusssion? independent study? Are the materials effective? Has anyone evaluated them to see if students like them and learn when using them? These are the questions which are answered--to the extent that reliable information is available--in the Data Book of Social Studies Materials and Resources (formerly the Social Studies Curriculum Materials Data Book).

Our objective is to provide analyses of curriculum materials which will allow elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, school, and community on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit.

Development of the Data Book

The Data Book project represents a lengthy and intense effort on the part of individual staff members of the Social Science Education Consortium, Inc. (SSEC). Irving Morrissett and W. W. Stevens, Jr. recognized the critical need for analysis of curriculum materials, particularly in view of the vast numbers of materials becoming available as a result of federal funding of curriculum development projects. In 1967 they developed the Curriculum Materials Analysis System (CMAS)--an analytical instrument devised for examination and evaluation of curriculum materials. Morrissett and Stevens also recognized the need for a concise compilation of information based on the CMAS. With financial support from the National Science Foundation, they worked with the Consortium staff to organize the Data Book project. The Data Book was first published in 1971 in one loose-leaf volume. From 1971 through 1978 the SSEC annually

published two supplements to the Data Book. Each supplement consisted of approximately 40 analyses of K-12 social studies materials to be incorporated into the loose-leaf binders. By March 1978 the Data Book had grown to three volumes and contained five categories of materials: Project Materials (funded curriculum development project materials), Textbooks, Games and Simulations, Supplementary Materials, and Teacher Resource Materials.

As the cost of the three volumes was becoming formidable to potential users, the decision was made to produce an annual, paperbound version of the Data Book. The paperbound version will give periodical updates to the previous volumes. This second annual is funded as an Information Analysis Product of the ERIC Clearinghouse for Social Studies/Social Science Education, whose contract is held by the SSEC.

Organization of the Data Book

The Data Book consists of four major sections. The first section includes 63 two-page analyses of K-12 social studies materials, arranged in two categories. "Textbooks" contains 32 analyses of commercially-developed or federally-funded textbooks or textbook series. "Supplementary and Nonprint Materials" contains 31 analyses. Materials in this category can be used either as the basis of a course or to supplement a course; many are based on sound filmstrips, audiocassettes, simulation, or a multimedia approach to teaching.

The second section of the Data Book includes 20 short analyses of teacher resource materials. Each analysis summarizes the purpose, intended users and uses, and contents of each teacher resource book. Most of the books described provide practical suggestions and ideas for classroom teachers.

Twenty social studies curriculum guides or units, identified through the ERIC system, are described in the third section. The abstracts published here are adapted from those published in Resources in Education (RIE).

The fourth section of this annual, the result of publisher input, contains a comprehensive listing of social studies materials published in 1979 and is organized by subject area. In the spring of 1979, letters were sent to 183 publishers of K-12 social studies materials asking them to send information on all social studies materials to be published in 1979. Approximately 110 publishers responded; some included materials to be published in January 1980. In all, there are 644 sets of materials included.

Each section is indexed in the back of the book by author/editor/developer, grade level, publisher/institution, and subject area.

Selection of Materials

Materials analyzed in the Data Book must be intended for students or educators in grades K-12 and must fit into one of the following categories: textbooks, supplementary and nonprint materials, teacher resource materials, and ERIC documents. As a general rule, new and innovative materials are selected. It is also important that the materials are available through commercial or easily accessible outlets and that the SSEC staff analysts have access to all components of each set of materials.

In the textbook category, an attempt is made to analyze all new elementary social studies programs and as many secondary texts as space will allow.

The Data Book does not include 8 and 16 mm film analyses unless the films are part of a larger curriculum package. Other print and nonprint materials designed for a short unit or to supplement the ongoing social studies program are included in the supplementary and nonprint materials category.

Materials selected for analysis in the teacher resource section must have some practical classroom application. This also applies to documents selected from the ERIC system. Most of these are curriculum guides or short units.

The criteria for materials listed in the "Social Studies Materials First Published in 1979" are that the materials were first published in 1979 (or January 1980) and that they are intended for use in grades K-12.

INSTRUCTIONS FOR USE OF THE DATA BOOK

The Data Book is not intended to be used as a catalog from which you order materials. Rather, once materials of interest are selected, we would encourage users to write for review copies of the materials instead of basing decisions solely on the Data Book analyses.

Analyses of Curriculum Materials. Within each section (Textbooks, Supplementary and Nonprint Materials) the analyses are arranged in alphabetical order by title. Each analysis includes the following:

(1) a heading listing authors or developers, complete publisher address, publication date, availability information, grade level, and subject area;
(2) an overview of the most significant features of the materials;
(3) a specific description of the materials and their cost to schools;
(4) information about the required or suggested time necessary to implement the materials;
(5) a description of the intended user characteristics, including both students and teacher;
(6) an explanation of the rationale and general objectives of the materials;
(7) a description of the content, including basic concepts, generalizations, trends, and themes presented in the materials;
(8) an explanation of the primary teaching and/or gaming procedures; and
(9) a section including evaluative data, comments, and suggestions for use of the materials.

Analyses of Teacher Resource Materials. Twenty analyses of books for teachers are arranged alphabetically by title. Each includes a heading listing authors or developers, complete publisher address, publication date, grade level, a brief description of materials and cost, and the subject area. The analysis describes the purpose of the publication, ways it can be used, and the content.

ERIC Documents. Abstracts of 20 curriculum guides or units from the ERIC system are included. These are arranged alphabetically by title. For each, the ED number is included as well as author/developer information, date of the document, ordering information, grade level, and subject area.

To order microfiche (MF) copies of any of the ERIC documents described, write to the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. Paper copies (PC) of some of the documents may also be ordered from EDRS; when paper copies are not available from EDRS, the ordering source is given with the citation.

All EDRS orders must refer to the ED number and be accompanied by a check or money order for the full amount of the order, including postage. The current book rate is $0.25 for the first pound and $0.10 per half-pound increment over the first. One pound equals approximately 35 microfiches (one microfiche contains 96 document pages) or 100 paper-copy pages, including containers. Check with your post office for possible changes in postage rates.

If there is an ERIC microfiche collection at a nearby university library or school resource and service center, you might prefer to look over specific documents there before ordering.

Social Studies Materials First Published in 1979. Materials listed in this section are listed alphabetically by subject area. For each listing the following information is given: title, publisher, grade level, an approximation of the time required, a brief description of the material, and the price. Only the name of the publisher is given in the citation; a list of publisher addresses follows this section. Grade level indicates which grades the material is appropriate for in the K-12 range. Some materials may also be appropriate for preschool or college, but this is not indicated. Abbreviations for time required are as follows:

year	yr.
semester	sem.
quarter	quart.
supplementary	supp.

"Supplementary" is used for any unit or set of materials requiring less than nine weeks to complete. Price information was supplied by the publishers and is subject to change. The price listed is generally the school price.

Indexes. The 60 analyses, teacher resource descriptions, and ERIC documents are cross-referenced in the back of the book according to: author/developer/editor, grade level, publisher/institution, and subject area. The subject area index also refers to materials listed in the section "Social Materials First Published in 1979."

A Word About the Fry Graph for Estimating Readability

For textbooks and supplementary books analyzed in the Data Book, we generally report a reading level based on an analysis using the Fry Graph for Estimating Readability (see page xix). The reported reading level is an average of the reading levels of six randomly selected passages throughout the book. For example, the passages in one 8th-grade text may range from 5th- to 11th-grade and another 8th-grade text may contain sample passages only ranging from 7th- to 9th-grade. Yet, based on the Fry graph, both have an average reading level of 8th grade.

Readers may also notice that the publisher reports one grade level, while we report a different grade level. This can easily happen, depending on the passages selected and the reading scale used. (Many publishers prefer the Dale-Chall scale to the Fry graph.)

We have elected to use the Fry graph, primarily because it is relatively easy to use and has proven to be about as accurate as the other reading scales. However, we do have the following reservations about the Fry graph: (1) The average reading level of a particular book can be quite different if different sets of passages are used. For this reason, we use six passages instead of the required three. (2) The Fry graph does not take into account familiar long words used over and over in a passage, such as "government," "environment," or "America." (3) There are no special provisions for proper names. (4) The Fry scale does not take into consideration teaching reading in context; for example, phonetic respellings or definitions of a word within a sentence in the passage. For these reasons, we strongly urge you not to select or eliminate any book you are considering based on the Fry reading analysis alone. We include this reading analysis simply to give you an idea of the average reading level of the text. It should not be relied upon as the sole basis for selection or non-selection.

Research on the Fry Graph

SSEC staff conducted an ERIC search on the Fry graph. No research was reported related to reading level variation within a single textbook and how that variation affects the validity of the Fry formula. Several related articles were reported, however.

One study, "An Application of Romey's Involvement Index and a Standard Reading Formula to Representative 'Modern' and 'Traditional' Science Textbooks for Grades 7-10," by Richard K. Fletcher, Jr. (ED 103 276), indicated "a considerable range of readability level within some textbooks as well as from one text to another." The study concluded that the "effects of such variation on comprehension would be of interest and could be of sufficient concern to cast doubt

on the blind adherence to readability formulas as screening devices for textbook selection."

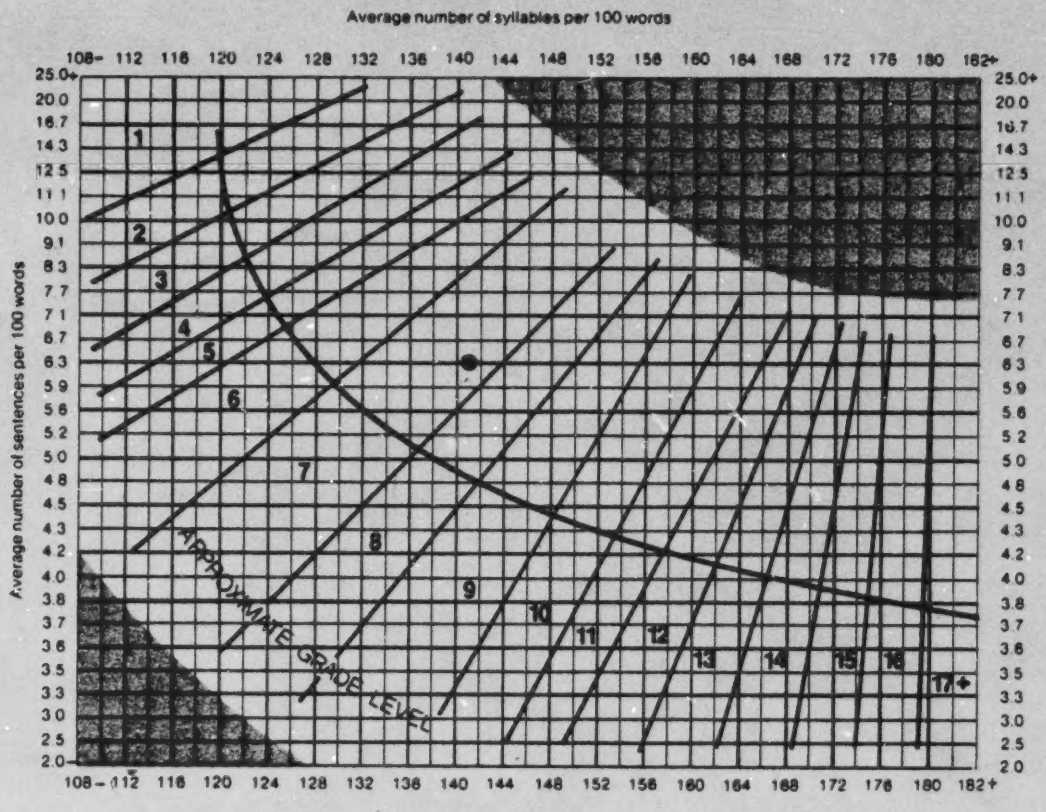
Another study, "A Readability Analysis of Reading Materials Used in Adult Basic Education," by Thomas A. Rakes (ED 067 627), found that "formula estimates, teacher judgments, and publisher ratings regarding readability levels do not consistently support each other when measuring the readability of instructional materials." The writer recommended using a combination of reading formulas and concluded that "direct assessment of readability without consideration of such variables as author's style, readership characteristics and grammatical complexities will not necessarily afford a grade level estimate of consistently high utility...."

In our own study of the Fry Graph for Estimating Readability, we generally found that the more samples taken from a text, the greater variability in the reading level of the samples. Using 16 sets of textbooks, we took ten 100-word samples from each. Counting only the first three samples taken, seven of the texts showed a variation of three grades levels or less. Only two texts showed a variation of nine or more grade levels. When we used the first five samples taken, only three texts showed a variation of three grade levels or less and five texts showed a variation of nine or more grade levels. Using all ten samples, only one text showed a variation of three grade levels or less, while six showed variations of nine or more grade levels. This great variability reflects, in unknown proportions, actual variability in reading level in the texts plus variability attributable to the Fry test.

We feel that available research supports our belief that textbook selection or non-selection should not rest on reported readability levels alone.

GRAPH FOR ESTIMATING READABILITY—EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe, IRA, 1945,* and & are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and & is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)

ANALYSES OF CURRICULUM MATERIALS

Textbooks

AMERICAN BOOK SOCIAL STUDIES

Editorial Director:	Peg Mitchell		
Project Editor:	Marian Tilden-Edwards		
Publisher:	American Book Company 135 West 50th Street New York, New York 10020		
Publication Date:	1979	Grade Level:	K-6
Availability:	From publisher	Subject Area:	Interdisciplinary Social Studies

Overview

American Book Social Studies is a basic, comprehensive elementary social studies program that integrates content from the disciplines (primarily history and geography, but also political science, anthropology, economics, and sociology) with instruction and practice in social studies skills and general learning and interpersonal skills. The materials for all seven levels (K-6) are organized around five "people-centered" themes: people and places, people through time, people use resources, people interact, and people organize themselves. Also woven into the materials are concepts and content from future studies, career studies, ethnic studies, women's studies, environmental studies, and civic/legal education. Case studies are used extensively, and map skills are emphasized. Both text and visual materials are balanced and unbiased; historical accounts present a variety of points of view. All the materials are profusely and colorfully illustrated.

Materials and Cost

Student and Teacher Materials: Student texts for levels A-F, 8" x 10 1/4", hardbound; Teacher's Editions, 10 1/4" x 9 1/2", hardbound; student workbooks and teachers' annotated workbooks for Levels C-F, 8 1/4" x 10 7/8", paperbound

Level K (Kindergarten), Beginnings. Multi-media kit includes poster-size study prints, activity cards, spirit masters, Teacher's Guide	$97.50
Level A (Grade 1), Self. 152 pp.	$ 5.58
Teacher's Edition. 184 pp.	$ 6.69
Level B (Grade 2), Others. 184 pp.	$ 6.18
Teacher's Edition. 216 pp.	$ 7.26
Level C (Grade 3), Communities. 248 pp.	$ 7.38
Teacher's Edition. 280 pp.	$ 8.46
Level D (Grade 4), Environments. 342 pp.	$ 7.92
Teacher's Edition. 374 pp.	$ 9.03
Level E (Grade 5), Americans. 376 pp.	$ 8.67
Teacher's Edition. 408 pp.	$ 9.75
Level F (Grade 6), Cultures. 408 pp.	$ 9.21
Teacher's Edition. 440 pp.	$10.32
Additional Student Materials:	
Workbooks. Levels C-F. 94-123 pp. each	$2.19-2.49
Teacher's Editions (Workbooks).	$3.27-3.57
Map Skills Program (spirit masters)	
Levels A and B, Meeting Map Skills.	15.00
Levels C and D, Advancing Map Skills.	$15.00
Levels E and F, Performing Map Skills.	$15.00
Tests (spirit masters). Levels C, D, E, and F.	$6.60-8.25

Required or Suggested Time

Materials for each of the seven grade levels in the American Book Social Studies program are sufficient for a one-year course. A suggested time allotment for each individual lesson is provided in the Teacher's Editions for Levels C-F (grades 3-6). These times vary

Data Sheet by Ann M. Williams.

considerably; some lessons require only one period or a half-period; others require as many as seven to nine class periods. Extension activities are suggested for some lessons.

Intended User Characteristics

This basic social studies program was designed to be used by typical elementary classes in grades K-6. An analysis of reading levels using the Fry readability scale revealed that the student texts for grades 3 and 4 tested out at grade level; grade 5 was borderline between 5th- and 6th-grade reading levels, and the grade 6 text yielded a 7th-grade reading level. (Levels K, 1, and 2 were not analyzed for readability.) The teaching suggestions for some lessons contain a section headed "Individual Differences." In the Teacher's Editions for the primary texts, this section generally contains suggestions for adapting the lesson activities to the special needs of students with visual, hearing, or motor impairments or for considering students' economic or social constraints. When these sections appear in the teacher's notes for the upper-elementary texts, they are more likely to contain suggestions for alternative teaching strategies or for reinforcing concepts that students may be having trouble understanding. Special teacher training is not required to use these materials.

Rationale and General Objectives

The goal of American Book Social Studies, according to the publisher, is "to help children gain knowledge and skills necessary for living in today's world and for understanding themselves and others." The program is designed to involve pupils directly in the learning process and to help them become "creative thinking decision-making citizens of the world." Three scope-and-sequence charts stating specific learnings and skills for each grade level are provided in the introduction to all the Teacher's Editions. These focus on concepts and disciplines, map and globe skills, and social studies skills. Specific objectives are identified for all units and chapters and for most lessons.

Content

Student materials for all seven levels are organized around five major discipline-related themes: people in places (geography), people through time (history), people use resources (economics), people interact (sociology/anthropology), and people organize themselves (political science). These are approached via an expanding model that begins with self and one's relationship with others and culminates, at the 6th-grade level, with the study of world history, geography, and cultures. Case studies are used extensively to add meaning and interest to lesson content. Special "Skill Pages" are interspersed throughout the student texts, often in conjunction with related "Do It Yourself" exercises. Each chapter in the student texts ends with a review activity. All the materials are profusely and colorfully illustrated; many of the photographs are striking or unusually appealing. Both text and visual components present balanced and unbiased treatments of women and of various racial and ethnic groups. Historical accounts reflect a variety of points of view and encourage thinking and inquiry. Errors and inconsistencies in spelling are noticeable in some of the materials, especially those for Level F. The flow progression of content in Levels E and F may be confusing to some users. Indexes and glossaries are provided in the student texts for Levels C-F. Student workbooks are optional components of the materials for Levels C-F; also available is a supplementary Map Skills Program for Levels A-B, C-D, and E-F.

Teaching Procedures

Each Teacher's Edition for Levels A-F contains a slightly reduced version of the student text along with marginal annotations. In addition to overviews and objectives for the chapters and units, these notes provide the following information for each lesson: suggested time allotment, list of new vocabulary words, specific lesson objectives, background data, step-by-step teaching suggestions, and answers to the "Checkup" and chapter review questions in the student text. Additional suggestions for motivation, dealing with individual differences, relating the lesson content to current events, extension activities, and teaching specific skills are provided for some lessons.

Evaluative Data

The four elementary schools which provided "learner verification" for the materials are identified in the Teacher's Editions. Detailed evaluation data are available from the publisher.

AMERICAN CITIZENSHIP: THE WAY WE GOVERN

Author:	Richard E. Gross		
Publisher:	Addison-Wesley Publishing Company 2725 Sand Hill Road Menlo Park, California 94025		
Publication Date:	1979	Grade Level:	9-12
Availability:	From publisher	Subject Area:	American Government, Civics, and Political Science

Overview

American Citizenship is a single-volume text examining traditional civics topics for 9th- to 12th-grade students. The five units focus on the evolution of democratic ideals; the executive, legislative, and judicial branches of the federal government; local and state government; rights and responsibilities of citizenship; and the services of government. These topics and the accompanying activities provide the basis for a year-long course and were selected to produce motivated, knowledgeable citizens willing to examine alternatives and make their own decisions. The Teacher's Edition sets forth a well balanced set of content, skill, and affective objectives and describes a variety of teaching strategies. Reading, role-playing, class discussion, classroom use of community resource persons, and community-based learning experiences are prominent. Activities give students practice in developing critical thinking and more sophisticated cognitive skills. Various valuing activities are also included.

Materials and Cost

Student Text: American Citizenship: The Way We Govern. By Richard E. Gross with contributing author, Arnold W. Seibel. 510 pp., 8 3/4" x 9 1/2", hardbound	$10.38
Teacher's Guide 526 pp., 8 3/4" x 9 1/2", hardbound	$11.04
Tests: Box of 56 duplicating masters, 8 1/2" x 11"	$17.97

Required or Suggested Time

American Citizenship is designed as the basis for a one-year course. Individual units might be combined selectively for semester courses. The text consists of five units and fourteen chapters. Each chapter is arranged into sections, two of which, on the average, can be covered in a week.

Intended User Characteristics

This text is intended for typical high school students. The average reading level, according to the Fry graph, is 9th grade. Many of the activities focus upon skill development, and advance organizers are used extensively. The variety of activities allows teachers to match activities to the interest and ability levels of a wide range of students, those of advanced abilities as well as slower-learning students. No special teacher training is required, although teachers must be familiar with inquiry and questioning techniques.

Rationale and General Objectives

American Citizenship: The Way We Govern has two primary goals: "To produce better-prepared citizens with a real knowledge of government; and to produce more highly motivated citizens, ready and willing to examine alternatives and make decisions." These goals determine content, skill, and affective objectives. The content objectives are to help students develop an understanding of democratic principals, of the structure and functions of the government of the United States, of the relationship between government and citizen, and of civic responsibilities. Skill objectives include comparing, contrasting, generalizing, researching, inferring, hypothesizing, evaluating, taking notes, interpreting charts, and organizing information. Affective objectives are developing a belief in the rights and protections established by the Constitu-

Data Sheet by Dale Greenawald.

tion, appreciating the accomplishments of the United States in government, accepting and appreciating the contributions of all people, recognizing the hopes and needs of all people, and actively supporting world peace. For each objective, the teacher's section offers specific examples. For instance, one skill objective is comparing, and the example is "Finding similarities between the duties of the President and a governor." In addition to these objectives, specific understandings for each unit and chapter are listed in the Teacher's Edition.

Content

The author has focused upon traditional citizenship topics. The first unit of the text examines the evolution of American democratic ideals and the early political history of the United States. The second unit considers the legislative, executive, and judicial functions of the federal government. The third unit focuses upon state government and the problems and practices of local government. The fourth unit examines the relationship between the citizen and the government. Within this unit students study various rights guaranteed by the Constitution and the struggle of segments of the American population to gain those rights. The last chapter in this unit explores the responsibilities of citizenship. The fifth unit examines government services, including the government's role in health, environmental protection, crime and accident prevention, and regulation of the quality of food. Also included are the government's economic functions and its relationship with other countries. These topics are approached primarily from the perspective of political science but occasionally historical and sociological approaches are used. At the end of each chapter is a special feature, often controversial, entitled "Issues in Government." In these sections a question is raised and opposing viewpoints are represented. Topics include the right to own guns, the power of the Supreme Court, control of schools, the right to health, and government role in environmental preservation, among others.

Teaching Procedures

The teacher's section states that teachers using American Citizenship have three primary responsibilities: acting as inquisitor, offering support, and guiding students. Many of the activities require students to inquire, and this teaching strategy demands teachers able to assist students in arriving at their own conclusions. The author believes "it is important for the teacher to make questioning a main part of his or her teaching." This is not a teaching style which allows the teacher to act as a dispenser of information. Teachers must also encourage and support student participation, since active involvement is a crucial aspect of citizenship. Finally, teachers must use their knowledge in order to guide students. Teachers have a responsibility to focus discussions and select appropriate educational experiences. Although the Teacher's Edition provides minimal guidance for individual lessons, it clearly outlines course objectives; describes the organization and special features of the student text and Teacher's Edition; suggests three methods of evaluation including the chapter and unit tests for recall and critical thinking; discusses the role of the teacher; and offers suggestions for organizing committees, handling controversial issues, structuring class discussions, monitoring student participation, writing news articles, building a decision tree, and organizing debates. Marginal notes serve a variety of purposes such as extending important ideas, suggesting discussion questions, and relating textual material to the students' lives. Advance organizers for each section in the text provide a focus for both students and teachers. Following each section is an activity designed to develop a particular skill such as distinguishing fact from opinion or expressing ideas. These activities and the unit activities require active student involvement, often using the community as a learning resource. Varied unit activities, focusing upon higher and lower cognitive skills, knowledge, and affect, are used in a balanced manner. The author emphasizes that "access to newspapers and news magazines is imperative to the activities."

Evaluative Data

There was no formal field testing of this text, but feedback from teachers who had used a previous text, Civics in Action, was considered in writing American Citizenship.

AMERICAN CIVICS

Authors:	William H. Hartley and William S. Vincent		
Publisher:	Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, New York 10017		
Publication Date:	1979 (3rd Edition)	Grade Level:	9-12
Availability:	From publisher	Subject Area:	American Government, Civics, and Political Science

Overview

American Civics, Third Edition is a traditional American government or civics text designed for use with 9th- to 12th-grade students of average ability. This text places a heavy emphasis upon developing information-gathering and evaluating skills, includes activities intended to encourage students to clarify their position on contemporary issues, and presents detailed information about a variety of governmental topics. The Teacher's Manual contains clear lesson plans and suggests a variety of instructional activities intended to achieve knowledge, attitude, and skill goals.

Materials and Cost

Student Text: American Civics. By William H. Hartley and William S. Vincent. 544 pp., 7 3/4" x 9 1/2", hardbound	$11.40
Teacher's Guide: Teacher's Manual and Resource Guide. 220 pp., 7 1/4" x 9", paperbound	$ 3.60
Additional Materials:	
Student Workbook. 124 pp., 8 1/4" x 10 3/4", paperbound	$ 2.70
Teacher's Edition: Workbook	$ 3.69
Tests. 58 perforated pages, 8 1/4" x 10 3/4", paperbound	$ 1.95

Required or Suggested Time

This text is designed for use in a one-year American government or civics course. In the Teacher's Manual, the authors describe how the material could be condensed for use in a semester course as well. The material in the student text is organized into identifiable one-day lessons with questions at the end of each daily section. In a year-long course, there should be sufficient time to cover all the special features and selected chapter and unit extension activities.

Intended User Characteristics

American Civics, Third Edition was designed for use with average junior and senior high school students in civics, government, or citizenship classes. The average reading level, according to the Fry graph, is 8th grade. A wide range of activities allows students with diverse academic abilities an opportunity to participate successfully. The text depicts members of many ethnic and racial groups performing a variety of tasks and reflects the changing roles of women and men, thus making the text useful with students from a variety of backgrounds. No special teacher training is necessary, as the Teacher's Guide provides detailed daily lesson plans and suggestions for classroom instruction. It is essential that teachers review the Teacher's Guide since it contains many useful suggestions for activities.

Rationale and General Objectives

The authors of American Civics, Third Edition identify goals in three major areas: knowledge, attitudes, and skills. " American Civics, Third Edition is designed to provide young citizens with basic information concerning their government and the opportunities and problems that face them. . . . The textbook also emphasizes the need for patriotism, civic-mindedness, loyalty, and respect for law. . . . Even with a knowledge of facts and a positive attitude towards civic affairs, citizens may be relatively ineffective unless they possess

Data Sheet by Dale Greenawald.

certain skills. They must be able to communicate with others, to make their points of view clear, and to participate in activities that effect change." The Teacher's Manual provides more specific goals and objectives in each of these three areas for each unit and chapter in the text.

Content

American Civics, Third Edition examines traditional civics topics. The eight units focus on (1) the diverse origins of the peoples who are Americans and government by consent of the governed; (2) the nature of the Federal government—the legislative, executive, and judicial branches and the services they provide; (3) the organization and function of state and local governments; (4) the electoral process and taxation; (5) the meaning of citizenship in the family, home, and school; (6) the American economic system and career possibilities within that system; (7) foreign policy; and (8) current problems of our society including urbanization, crime, health, safety, and pollution. Fourteen special features interspersed throughout the book provide an added dimension of interest. These open-ended features present opposing viewpoints and raise serious questions about current social issues; for example, topics include "Crime Control vs. Individual Rights"; "Health Care: A Right or a Luxury?"; and "Energy vs. Pollution." In addition, charts and other visuals appear to have been carefully prepared to reinforce and extend textual learning.

Teaching Procedures

Traditional read-and-discuss teaching strategies are employed. Following each section within the chapters are three types of questions: identify, review, and discuss. The discussion questions are usually open-ended and require students to state their own opinions. Traditional activities, and a few innovative ones, are suggested in the "Check-up and Review" sections. These sections consist of vocabulary activities; recall questions; class, group, and individual projects; and civics skills activities. Projects include, for example, reports, debates, field trips, guest speakers, interviews, making charts and graphs, conducting surveys, drawing cartoons, map work, and mock trials. Students are occasionally asked to engage in role plays and community-based work. A creative teacher may want to develop more community-based activities to bring some of these topics closer to the experience of their students. The text places a heavy emphasis upon skill development, and all chapters contain specific skill development activities. These include skills such as using reference materials, understanding original documents, reading the newspaper, learning from cartoons, and thinking critically. The skill of critical thinking, for example, is emphasized following the chapter on the American economic system; in one skill activity students are to research advantages and disadvantages of conglomerates and answer the question "Is the conglomerate form of business a threat to our free economy? Why or why not?" Another distinguishing feature of this program is the "What Do You Think?" feature. These two- to three-page features focus on controversial issues and may be used to help students analyze differing viewpoints.

Evaluative Data

According to a "Learner Verification Report" on this text, continuous feedback on the first and second editions was systematically received by the publisher from teachers and students and from state and city adoption committees. "These data formed the basis for the major revisions incorporated into the Third Edition." To obtain this report or for further information, contact the Division of Verifiability and Testing at Harcourt Brace Jovanovich, Inc.

AMERICAN EXPERIENCE, THE

Authors:	Robert F. Madgic, Stanley S. Seaberg, Fred H. Stopsky, and Robin W. Winks		
Publisher:	Addison-Wesley Publishing Co. 2725 Sand Hill Road Menlo Park, California 94025		
Publication Date:	1979 (3rd Edition)	Grade Level:	9-12
Availability:	From publisher	Subject Area:	American History

Overview

The textbook is intended to provide the basis for a one-year course for students in United States history. The book, arranged in a broad chronological framework, focuses on significant topics and themes in American history, such as minorities and urbanization, with approximately 20% of the text dealing with events since World War II. The philosophy of the textbook is that "history should increase the student's socio-political awareness and contribute significantly to his ability to handle the critical requirements before human kind. At the same time, he must perceive the relevance of what he is studying to his own needs and his own abilities to control the future." Teaching strategies focus on discussion and inquiry based on textbook readings. The authors strongly believe that the text should not serve as the sole learning source for the student, that "textbooks, too, are subjective, and therefore subject to critical evaluation . . ." Additional sources are listed in the bibliography for each chapter. The well-arranged material contains reproductions of famous paintings, charts and graphs, unit essays, and suggested activities which will be of interest to students.

Materials and Cost

Student Text: The American Experience. By Robert F. Madgic et al. 772 pp., 7 3/4" x 9 1/2", hardbound	$ 13.11
Teacher's Guide. 330 pp., 6" x 9", paperbound	$ 7.26

Required or Suggested Time

The textbook is intended to provide the basis for a one-year course in United States history. The Teacher's Guide suggests that approximately eight days can be devoted to each of the 22 chapters. This allows sufficient time for students to read and discuss the materials and to participate in some suggested activities.

Intended User Characteristics

The textbook is designed for students in grades 9-12. However, a Fry readability analysis indicates that the reading level is advanced, ranging from grades 12 through college. The many illustrations and pictures and the emphasis on including current topics in the textbook will contribute to the interest of students. The roles of women and ethnic minorities are integrated into the narrative in order to portray America as a culturally rich and ethnically diverse society. No special teacher training is required. It is suggested that teachers need to be confident in teaching selective developments in United States history rather than attempting to provide comprehensive coverage of the events of the past.

Rationale and General Objectives

The authors of The American Experience state that "new directions are needed in the American history curriculum to reflect more clearly the rapidly changing world confronting today's students." This history program was developed to emphasize the role of ideas throughout history--their origins, the debates about them, their effects upon historical events, and their universality; to use themes and topics as an organizing framework to help students understand social, cultural, political, economic, and diplomatic issues; and to present history as a subject for "open" inquiry. Objectives are for students to (1) recognize and explain the meaning of major themes and

Data Sheet by Sydney Meredith.

concepts in American history and then to relate their meaning to issues in their own lives and the world about them; (2) identify the points of contention in major issues in American history and consider whether these points of contention are still present in any current controversies; (3) apply basic information about American history to other contexts; and (4) improve their reflective thinking skills. In addition to these general objectives, specific objectives are set forth in the Teacher's Guide for each chapter.

Content

The 22 chapters in The American Experience are divided into eight major units. The chapters provide a broad chronological framework that focuses on significant contemporary topics and themes such as women's rights, ecology, urbanization, the role of ethnic and racial minorities, economic developments, and American relations with developing countries. Approximately 20% of the text (five chapters) deals with developments since the end of World War II. The eight units are: (1) "We the People" which focuses on Puritanism, the American Revolution, and the New Republic; (2) "To Form a More Perfect Union" with chapters on slavery, the Civil War, and the legacy of the Civil War as it affected blacks' struggle for acceptance; (3) "To Insure Domestic Tranquility" offering chapters on the frontier and the role of the development of the city; (4) "To Regulate Commerce" which examines the history of American economic development from the colonial era to the rise of the corporations in the late 19th and early 20th centuries, reaction to industrialism, and reform movements; (5) "To Provide for the Common Defense" covering three areas of U.S. foreign relations: Europe from the War of 1812 to World War I, Latin America from 1800 to World War II, and the Far East (China and Japan) from the late 18th century until the early 1930s; (6) "To Promote the General Welfare" which deals with the value conflicts in the 1920s and the government's role during the Depression and New Deal; (7) "To Secure the Blessings of Liberty" which includes chapters on the threat of totalitarianism on national security of the United States, World War II, the Cold War, and American foreign policy in the 1960s and 1970s in light of diverse approaches to international problems; and (8) "To Establish Justice" which focuses on the Truman-Eisenhower years after World War II, the movements and counter-movements of the 1960s and 1970s that challenged conventional American concepts of equality, abundance, and freedom, and the challenges of the 1970s and 1980s. Each unit includes an introduction, an opening quotation, short excerpts and selections from primary and secondary sources, and various study aids.

Teaching Procedures

Major teaching strategies focus on discussion and inquiry, based on the textbook readings. Students are asked to reflect upon the meaning and validity of historical ideas presented in the textbooks, and then to relate their meaning to relevant issues today. By inquiring into and interpreting the past, students can arrive at some universal principles which can be applied in examining present and future issues. The inquiry methods emphasize that students should become involved with ideas, concepts, and interpretations, rather than to simply recall factual information. Students are encouraged to read and discuss additional literature on the main topics of the chapters. A bibliography of non-fiction works, biographies, novels, and plays is provided at the end of each chapter. Other study aids include a one-page expository unit introduction, reproductions of famous paintings, short quotations designed to help the student reflect on and relate to the mood of the period, a list of key concepts for each chapter, review and discussion questions, and maps and graphs--students examine and interpret more than 150 maps and graphs. Unit essays, written by one of the nation's outstanding historians or social commentators, conclude each unit to help students grasp the main ideas presented. Activities suggested in the text and Teacher's Guide, such as simulations, debates, and reports, help students to propose answers to questions of importance in today's world, to review ideas and concepts, to form opinions on issues, and to develop reflective thinking skills. The Teacher's Guide is extensive and provides many suggestions for instruction. Learning and enrichment activities are keyed to specific instructional objectives for each chapter. Evaluation exercises in the form of objective tests with one essay question are also presented for each chapter in the text.

Evaluative Data

The text has not been formally field tested. Revisions in this third edition were based on user feedback from earlier editions.

AMERICAN GOVERNMENT

Authors:	Allan O. Kownslar and Terry L. Smart		
Publisher:	McGraw-Hill Book Company Webster Division 1221 Avenue of the Americas New York, New York 10020		
Publication Date:	1980	Grade Level:	11-12
Availability:	From publisher	Subject Area:	American Government

Overview

American Government is a one-year text book written for senior high school students of varying abilities. The authors' main objectives are to: (1) help students understand their government and realize their part in the government, (2) encourage participation in the government system, and (3) help develop reading, writing, and critical thinking skills. The chapters are of moderate length and are well illustrated with photographs, charts, and diagrams. Major teaching strategies are presented in a comprehensive Teacher's Guide. They include large and small group discussion and active student projects such as polling and community involvement. Activities are geared specifically to below-average, average, and above-average students.

Materials and Cost

Student Text: American Government. By Allan O. Kownslar and Terry L. Smart. 640 pp., 8" x 10 1/4", hardbound	$11.52
Teacher's Guide. 287 pp., 8 1/2" x 11", 3-hole punched and perforated pages, paperbound	$ 7.95

Required or Suggested Time

The text is designed to require a full year if all of the suggested lesson plans are followed. Suggestions for adapting each chapter of the text for a one-semester course are provided in the Teacher's Guide. there are also guidelines for using the materials on a two- and three-quarter basis. Chapters within the text take three to six days to complete with the majority requiring five days.

Intended User Characteristics

American Government is intended for senior high school students of varying abilities. Teaching strategies are presented for below-average, average, and above-average students. The average readability level, according to the Fry scale, is grades 9-10. A glossary of important terms at the back of the book and vocabulary skills exercises for each chapter should also help students in reading and understanding the material. Though no special teacher training is needed, the ability to select and adapt materials to individual student levels is important.

Rationale and General Objectives

The American Government text is "designed not only to help students understand our nation's government but also to help them realize that they are part of that government, and to encourage them to participate in it." To accomplish this objective, the text examines how government is organized, how it operates, and how it relates to the students' own life and experiences. The Teacher's Guide lists content goals, study skills, and critical thinking skills for the course. Six content goals are listed; among these are: "Identify the causes and processes of change in our political system" and "State how our political and economic systems compare with those in other countries." Study skills include reading, viewing, listening, classifying, comparing, and writing. In the area of critical thinking, specific skills are identification, analysis, interpretation, and application. Students are called upon to use these abilities throughout the material. Each unit and chapter review section contains activities to help the student develop these skills. The Teacher's Guide contains additional strategies for each chapter.

Date Sheet by William T. Cleveland and John Zola.

Content

The text consists of 12 units divided into 33 chapters followed by the Declaration of Independence, the Constitution, and a glossary. Unit 1, "Our Political Heritage," deals with political ideas from the ancient world, western Europe and the thirteen colonies, culminating in the establishment of the federal government. Units 2, 3, and 4 deal with the three branches of the national government: legislative, executive, and judicial. The unit on Congress deals with its structure as well as its actual functioning. The unit on the executive branch includes the presidency, executive department, and independent agencies. The Supreme Court, lower federal courts, as well as some significant court decisions are all included in the unit on the judiciary. Unit 5, "Our Living Constitution," contains chapters on the Bill of Rights, the growing Constitution, rights and legislation, and rights and court decisions. The federal bureaucracy and government finance are the focus of Unit 6--"Growth of Our National Government." Unit 7, "State Government," gives students an opportunity to investigate the formation, goals, and operation of state governments. The functions and types of local governments are the focus of Unit 8--"Local Government." It also contains a chapter on the special problems of large cities. "Political Parties and Campaigns," Unit 9, concentrates on the role of political parties, primaries, conventions, as well as the candidate. Political polls and propaganda, pressure groups, and the voting process are covered in Unit 10--"The Voice of the People." Unit 11, "Forms of Government in Other Countries," discusses other forms of democratic government and communism. "Comparative Economic Systems," the final unit, includes socialism and communism. The text is illustrated with charts and graphs as well as with photographs pertinent to the text showing people of various ages and ethnic backgrounds. Questions at the end of each chapter section include review and discussion questions and specially marked open-ended questions calling for student opinions and judgments and explanations for their responses. A unique feature of the text is the problem presented at the end of each chapter. These directly involve students in dealing with specific issues related to the chapter content. Each includes background information, focus questions, source materials, and discussion questions. Each chapter opens with an introductory statement and a brief list of goals. Chapter reviews provide opportunties for review and for extending activities based on chapter content. The activities are geared to developing active classroom participation by the students.

Teaching Procedures

Comprehensive teaching procedures are presented in the Teacher's Guide. Major chapter goals are included and suggestions for introducing the overall chapter content. Each section has specific content and study skill goals, suggested activities (for below-average, average and above-average students), ideas for use of chapter worksheets, and possible answers to questions in the student text. Among suggested enriching activities are conducting polls, research papers, oral presentations, bulletin boards, and interviews with members of the community. The directions for teaching procedures are clear and quite specific. Worksheets and tests for duplication are included in the back of the Teacher's Guide. Worksheets are oriented around cognitive goals (e.g., explanations and recall of facts) and skill development (reading, diagramming, comparing, etc.). Worksheets generally have at least one question to provoke student thought on a particular issue. Tests are primarily cognitive with various styles of questions--matching, fill in the blank, definitions, and essays--and correlate with overall chapter objectives.

Evaluative Data

Eight consultants are identified in the front of the text. Seven of the eight are affiliated with public high schools. No other evaluative information was available.

AMERICAN GOVERNMENT

Authors:	Armin Rosencranz, James B. Chapin, Sharon Wagner, and Barbara Finley Brown		
Publisher:	Holt, Rinehart and Winston 383 Madison Avenue New York, New York 10017		
Publication Date:	1979	Grade Level:	11, 12
Availability:	From publisher	Subject Area:	American Government and Political Science

Overview

American Government was developed for use in secondary American government courses. The text consists of 34 chapters to be used in a full-year course. A section in the Teacher's Guide suggests how the text can be adapted for use in a semester course. The book sets forth the basic concepts and social context of our democratic system, then takes a look at how and by whom political decisions are reached and policies formulated. This gives students current background for exploring the workings of the three major branches of government. A primary focus of this book is the use of statistics. The authors state that, of all the tools of investigation developed in the last century, "the most important is probably statistics. The use of numbers is very important, and at many places in this book they are presented in ways designed to help in understanding American government." In addition to the text, a detailed Teacher's Guide containing daily lesson plans and sections on skills, mainstreaming, and testing procedures; worksheets on duplicating masters; and a book of tests are available.

Materials and Cost

Student Text: American Government, Armin Rosencranz et al. 711 pages, 7 3/4" x 9 1/2", hardbound	$ 10.41
Teacher's Guide. By Sharon Wagner et al. 229 pages, 8 1/4" x 11", paperbound, 3-hole punched and perforated	$ 6.75
Additional Materials:	
Student Worksheets. 60 duplicating masters	$ 28.56
Unit and Chapter Tests. 57 duplicating masters	$ 28.56
Worksheet Sampler	FREE
Test Sampler	FREE

Required or Suggested Time

American Government can be used for a one-year or semester course in American government. One chapter per week is suggested for students taking a full year course. There are a total of 34 chapters. For shorter courses, a section in the Teacher's Guide suggests 14 chapters which could be omitted. The remaining 20 chapters could be taught in one semester.

Intended User Characteristics

American Government was designed for use at the secondary level without specific recommendation for particular grade level. However, the reading level of the materials and the vocabulary makes it most appropriate for students in grades 11 and 12. To assist in vocabulary development, the text defines and highlights new words at the end of the paragraph in which they appear. Also, for each lesson, two levels of activities are suggested, enabling students of varied ability levels to participate. The Teacher's Guide for the text contains detailed procedures for each activity so that the text can be used without specific teacher training.

Rationale and General Objectives

Although no specific rationale or general objectives are given by the authors, the statement that "students need to develop competency skills for today's world" seems to be the underlying rationale for the text. Throughout,

Data Sheet by Anthony Codianni with Judith E. Hedstrom.

the content of the text is directly related to skills activities. Each lesson plan contains specific knowledge goals and performance goals. The performance goals run the gamut from simple recall of information to evaluation, classification, and inference. They fall mainly into five skills categories: reading, writing, critical thinking, using visual aids, and group participation skills.

Content

The ten units in American Government are entitled: "The Foundations of Government," "American Federalism at Work," "Political Participation and Influence," "Policy Arenas in America," "The Legislative Branch," "The Executive Branch (Part I)," "The Executive Branch (Part II)," "The Executive Branch (Part III)," "The Judicial Branch," and "Civil Liberties and Civil Rights." The scope of coverage in the text is much the same as that of other American government texts. However, the emphasis is more on federal government than on state and local governments. For example, there are three units on the executive branch of government: the presidency, the federal bureaucracy, and the 12 executive departments of government. Yet, there is only one unit on state and local governments combined. Organizers used include unit overviews, chapter introductions, brief chapter outlines, section reviews (emphasizing recall of factual information), chapter summaries, and the "Political Science Dictionary" at the conclusion of each chapter. Each unit is introduced with a "People in Politics" case study. These and other special features, interspersed throughout the text, focus on people in government and politics and illuminate current governmental issues and questions. Some of the people are relatively unknown; some are famous. Women and ethnic minorities are represented. One features tells about Rose Kryzak, an ordinary citizen, who became an advocate for senior citizens and helped defeat proposed power rate increases in New York City. Quotations from famous people in government are used liberally throughout the book to give a sense of the historical development of government. Visual aids--black and white photographs, charts, graphs, maps--are also used to supplement the narrative. A special section at the front of the book instructs students on the use of statistics in social sciences.

Teaching Procedures

The Teacher's Guide for American Government is quite thorough and rich in ideas. The beginning of the guide contains an extensive skills development section which can be taught as an integral part of an American government course. This section presents concrete teaching examples of the skills the authors believe to be basic to a government course: reading; writing; critical thinking, analysis, and evaluation; using visual aids; and discussion/group participation. A section on mainstreaming is also provided at the beginning of the Guide and activities particularly useful for mainstreaming are suggested at the end of each section of the skills unit in the Guide. For each section in the text, the guide provides knowledge goals, materials, performance goals and activities, procedures to carry out each activity, enrichment activities, and answers to the section reviews. The final section of the Guide contains an annotated list of the special features, a profile chart of famous people quoted in American Government, an annotated list of political novels, a bibliography for each chapter, and activity masters with answer keys related to each of the ten units of the text. Sixty worksheets help students develop social studies skills, and a set of chapter and unit tests emphasize recall of factual information. Suggested lesson activities in the text and Teacher's Guide are generally traditional; for example, reviewing terms, making charts, writing brief reports or essays, and doing library research. The worksheets often provide activities that go beyond review and reinforcement of textual content. For example, students analyze political cartoons, interview political party members, interpret voting records, analyze primary source material, and analyze legal case studies.

Evaluative Data

The Teacher's Guide notes that the text has been field tested. The editor for the textbook indicated that the materials were field tested in the Eastern region of the United States as well as in Idaho, Arizona, and California. The tabulated results of the field test are not available from the publisher.

AMERICAN GOVERNMENT: COMPARING POLITICAL EXPERIENCES

Authors:	Judith Gillespie and Stuart Lazarus		
Publisher:	Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632		
Publication Date:	1979	Grade Level:	11-12
Availability:	From publisher	Subject Area:	American Government and Political Science

Overview

American Government: Comparing Political Experiences was developed for use in a senior high American government course. The text, which may be adapted either for a one- or two-semester course, is intended to provide students with the knowledge and skills necessary for good citizenship. Traditional topics essential to the study of American government which are covered in the text include the Constitution, the role of political parties and interest groups, the duties and powers of the presidency, and the legislative process. By simultaneously presenting students with basic knowledge, intellectual skill-building activities, and participatory exercises, the authors hope to promote more effective citizenship. The teaching strategies, which actively involve the student in the learning process, are described in detail in the Teacher's Guide.

Materials and Cost

Student Text: American Government: Comparing Political Experiences. By Judith Gillespie and Stuart Lazarus. 640 pp., 8 1/4" x 10 1/4", hardbound	$10.98
Teacher's Guide. 244 pp.; 8" x 10", paperbound	$ 9.00
Skills and Evaluation Book. By B'Ann Wright. 72 duplicating masters, paperbound	$33.00

Required or Suggested Time

The lesson options presented in the Teacher's Guide may be used to form the basis either of a one-semester or a one-year course in American government. In a semester course the authors suggest a focus on state, local, and national government. For a year-long program a unit on the global political system extends the political experience to an international setting. A one-year course also allows special emphasis to be given to the political participation and skill development activities presented in each unit. Additionally, a two-semester course would allow for a greater use of the alternative teaching strategies and study aids suggested in the Teacher's Guide.

Intended User Characteristics

American Government: Comparing Political Experiences is designed for use by senior high school students within the normal range of intellectual capabilities. Many of the alternative teaching strategies are designed for the remedial or the gifted student, thus expanding the utility of the text for a heterogeneous classroom situation. The average reading level is 11th to 12th grade based on an analysis using the Fry Graph for Estimating Readability. The Teacher's Guide indicates that the Dale-Chall formula was used to control readability. Also, aids to help students with reading and understanding are included, such as defining new terms in context and listing objectives in the student text at the beginning of each chapter. No special teacher qualifications or training are required to use the text.

Rationale and General Objectives

The authors state that "the purpose of American Government: Comparing Political Experiences is to provide students with the knowledge and skills necessary for good citizenship." The text is intended to promote more effective citizenship by emphasizing three basic competencies: basic knowledge, intellectual skills, and participation training. The major course concepts covered in the text are politics, political activities, political resources, political system, change, conflict, and

Data Sheet by Kenneth A. Switzer.

interdependence. The basic intellectual skills emphasized through suggested teaching strategies include hypothesizing, identifying concepts, gathering and interpreting evidence, making comparisons, forecasting with evidence, and valuing. Participation skills are working in groups, making decisions, bargaining, settling group differences, and learning about and practicing the different roles people play in political groups. The authors emphasize the importance of integrating these three dimensions of citizenship (knowledge, intellectual skills, and participatory skills) in studying the political process.

Content

American Government: Comparing Political Experiences is organized into four units. Unit I introduces some of the basic concepts of political life, including government and citizenship, politics and political resources, elections, political groups, and interest groups. The second unit explores state and local political activities and citizen participation in community life. Unit three covers the national political system, focusing on the United States Constitution; the legislative, executive, and judicial branches of government; and citizen participation in civil rights. The fourth unit is concerned with global political systems and covers a number of international issues, including interdependence, global justice, the politics of peace, and various aspects of the global economy. The extensive use of case studies through the text helps students understand and relate to the material presented. Each chapter concludes with chapter review questions, a vocabulary list, questions for analysis, suggested extension activities, and an annotated bibliography. The text concludes with a glossary of political terms, a copy of the Declaration of Independence, and a copy of the Constitution of the United States.

Teaching Procedures

The Teacher's Guide suggests procedures involving students in a variety of skill-building activities, including individual and group work, gathering and analyzing data, hypothesizing, role playing, critically reviewing written and pictorial materials, case studies, and participation projects. For each chapter of the student text the Teacher's Guide presents a series of lessons. These include key vocabulary, planning and materials required, notes on using text questions, time required, suggested teaching procedures, and additional assignments for students. Alternative teaching strategies, suggested for each chapter, are geared toward special classroom needs. Some are suitable for use with a heterogeneous class; some are designed for use with remedial and gifted students or for students who need reinforcement on particular concepts or skills. The varied activities allow teachers flexibility in planning a course appropriate to the students' needs and the individual teacher's style. There is also flexibility in the amount of time devoted to each chapter, the degree of in-depth student involvement in exploring a given content area, and the instructional process used. Lastly, a Skills and Evaluation Book provides worksheets, chapter reviews, and unit reviews. The worksheets give students practice in skills such as asking questions, writing a letter to the editor, using surveys, and detecting bias. Other worksheets reinforce concepts or processes discussed in the text, such as changing the Constitution. Reviews include not only objective items, but also items such as short-answer questions based on a case study or a graph.

Evaluative Data

An outgrowth of the High School Political Science Curriculum Project, funded by the National Science Foundation through the American Political Science Assocation, the text was pilot tested by over one hundred teachers across the nation before revision and printing. For further information contact the publisher.

AMERICAN WAY, THE

Authors:	Nancy W. Bauer in consultation with Nancy J. Allbaugh, Irving E. Sigel, Sheldon Hackney, and Joseph D. Baca		
Publisher:	Holt, Rinehart and Winston 383 Madison Avenue New York, New York 10017		
Publication Date:	1979	Grade Level:	8-10
Availability:	From publisher	Subject Area:	American History

Overview

The American Way is a United States history textbook program designed for use in a one-year course with students in the 8th grade. The text is a chronological treatment of United States history which emphasizes six "great themes" or special qualities of the American people which have contributed to America's growth and development. The short sentences, controlled vocabulary, marginal questions, and low reading level of the text (grade 7.5 on the Fry readability scale) make the program suitable for use with students who have reading difficulties. The major teaching method is classroom discussion based on the textbook readings. Students are also involved in many activities.

Materials and Cost

Student Text: The American Way. By Nancy W. Bauer et al. 726 pp., 7 3/4" x 9 1/2", hardbound	$11.52
Teacher's Annotated Edition. Annotated by Nancy W. Bauer with Nancy J. Allbaugh and Irving E. Sigel. 788 pp., 7 3/4" x 9 1/2", hardbound	$17.28
Additional Materials:	
Workbook, paperbound	In preparation
Teacher Edition Workbook, paperbound	In preparation
Unit and Chapter Tests. By Ann Jungeblut. 76 duplicating masters	$28.56
Test Sample Booklet, paperbound	FREE

Required or Suggested Time

The text can be used as the basis for a one-year course in United States history. Selection of extra activities to use with students is left to the discretion of the teacher.

Intended User Characteristics

The textbook program can be used with the typical range of students in the 8th grade. Reading level is grade 7.5, according to the Fry readability scale. The use of short sentences, the carefully controlled vocabulary, and marginal questions make it easy for teachers to use the text with poor readers. Above-average students can be challenged through the use of the many suggested activities and through the extra reading assignments. Because of the extensive coverage of content, the text could easily be used with average and below average high school students. There is a special section included in the Teacher's Edition for using the text with students who have special needs. No special teacher training is required.

Rationale and General Objectives

The authors wrote the textbook to help students "understand the world in which they live." If students are given the opportunity to study the past, they should come to understand why America is what it is. Students should gain pride in American successes and begin to grasp the reasons for its failures. "It is the goal of this book that its readers will understand America, be proud of its strengths, be pleased in its determination to improve, and welcome the opportunity to join us as active citizens in the American Way." Special features in the American Way should help students gain three kinds of learning skills: (1) how to read a map,

Data Sheet by Regina McCormick.

a globe, a chart, a graph, and a time line; (2) how to gather information through interviews and observations; and (3) how to learn and to remember.

Content

The textbook is a chronological treatment of United States history comprised of six units and 28 chapters. Each of the six units is built around special qualities that the American people have exhibited from the beginnings of human life in the Americas to the present time. The theme of Unit 1 is "Variety and Shared Values." Students learn about the variety that existed among the American Indians, Europeans, and Africans who came to America. They examine the shared values of liberty, opportunity, and a desire to control the environment and the future that became dominant among the early settlers and led to their fighting the Revolutionary War and declaring their independence from England. In Unit 2, students study the theme of "Variety, Liberty, and Representation." To protect their liberty, to increase their opportunities, and to give themselves decision-making power, the text shows how the early colonists formed a government in which they had representation in local, state, and national government and through citizen's organizations. "Expansion and Individualism" is the major theme of Unit 3. Students learn about the California gold rush, the new land made available through the Mexican War, and the other events that encouraged western expansion. In Unit 4 students explore the theme of "Majority Rule and Minority Rights" and learn that expansion and individualism had brought more to some than others. Changes brought about by technology and the Civil War are examined. Unit 5 deals with "bigness" in business, labor, government, and plans overseas. Students learn that many thought that bigness was best for America. The final theme examined is "Trying to Preserve, Trying To Improve." Students examine reform movements in twentieth century America, World Wars, the Great Depression, and the many efforts of Americans to balance priorities, gain new improvements, and solve their many problems. Special features, interspersed throughout the text, acquaint students with various personalities, groups, and institutions in American history; for example, the Mound Builders, Eliza Lucas Pinckney, education for the deaf, and age of the automobile, and La Raza.

Teaching Procedures

Students are expected to read and discuss textbook selections. They are introduced to the major themes of each unit through an essay. Each chapter introduction reinforces the unit theme and provides students with a chapter overview. A "Who? What? Where?" time line is also included at the beginning of each chapter. Margin questions in the student text help the student process new facts and ideas. Following each section within the chapters are questions called "Checking the Facts." "Special Features" sections engage students in skill building exercises and reading biographical sketches which emphasize the human side of history. Each chapter ends with a section called "Putting It All Together," which contains summary questions to help students understand the main idea, suggestions for activities, and books to read. The activities in which students are involved include taking field trips, doing library research, writing essays, drawing time lines, making maps, analyzing newspaper editorials, reporting on local industry, interviewing senior citizens, drawing cartoon maps, and debating. Students test their own progress through review materials which conclude each unit. A concise narrative at the end of each unit helps students see the transition from one unit to the next. The Teacher's Edition contains the following information for each chapter: an outline of content, performance objectives, and the answers to all questions in the student text. The program also includes a student workbook and a complete evaluation program including both chapter and unit objective tests.

Evaluative Data

During the spring of 1978, The American Way was field tested with 12 teachers and 282 students. Data were collected by means of questionnaires. The text was revised based on this field test. More specific information regarding the field test is available from Holt, Rinehart and Winston.

A CADA PASO: LENGUA, LECTURA Y CULTURA

Author:	Conrad J. Schmitt		
Publisher:	McGraw-Hill Book Company Webster Division 1221 Avenue of the Americas New York, New York 10020		
Publication Date:	1978	Grade Level:	1-4
Availability:	From publisher	Subject Area:	Bilingual Education and Interdisciplinary

Overview

A Cada Paso is a 1st- through 4th-grade reading, language arts, and social studies program for Spanish-speaking children who may also be enrolled in an English as a second language course. Course content is completely in Spanish. The major objective is to help children whose dominant language is Spanish acquire the reading, language arts, and social studies skills necessary to function successfully if they are someday placed in classes conducted in English. The texts, full of black and white photographs and illustrations, interweave the three disciplines in stories, lessons, and exercises that teach students to read, illustrate language concepts, and present social studies concepts.

Materials and Cost

Level 1

Student Text. 80 pp., 8 1/4" x 10 1/4", hardbound	$ 5.04
Teacher's Manual. 76 pp., 8" x 10", paperbound	$ 3.99
Workbook. 120 pp., 8" x 11", paperbound	$ 2.31
Cue Cards. 20 full color cards, 17" x 22"	$45.00

Levels 2-4

Student Texts. Each 128-160 pp., 7 1/2" x 9 1/2", hardbound	$ 5.55 each
Teacher's Editions. Each 143-175 pp., 7 1/2" x 9 1/2", hardbound	$ 5.88 each
Workbooks. Each 86-136 pp., 8 1/2" x 11", paperbound	$ 1.98-$ 2.59 each

Required or Suggested Time

The program is intended as the basic reading, language arts, and social studies text for a four-year program. The length of time necessary to teach each text is one year. The exact amount of time spent on each day's lesson is left to the discretion of the teacher.

Intended User Characteristics

The program is intended to be used with Spanish-speaking children in bilingual programs, grades 1-4. The teacher must speak Spanish and must also be able to read English, because directions to the teacher are all in English. Free teacher training workshops are available from the publisher.

Rationale and General Objectives

This four-year program was developed to "fill a need in the field of bilingual education." When young children whose dominant language is Spanish begin school, they are often forced to learn to read in English, a language in which they have little or no fluency. Because the English vocabulary is not within the youngster's oral frame of reference, he or she has difficulty learning and is often evaluated as a "slow learner" or "poor student." A Cada Paso was written to help these students avoid this "handicap." The program has three major objectives: (1) to teach Spanish-speaking primary grade students to read and write the language they already speak, (2) to teach them the basic concepts of language, and (3) to help them learn fundamental social studies concepts. According to the authors, "Upon completion of these four textbooks and workbooks, the Spanish-dominant pupil will have received in Spanish, the basic course content in language arts, reading, and social studies normally

Data Sheet by Regina McCormick.

covered in the United States during the elementary grades. If the child is placed, at some point, in a class conducted in English, he or she will have the necessary content and background to function successfully." General objectives for each grade level are provided in the language arts, social studies, and reading scope and sequence charts in the Teacher's Editions.

Content

In Level One, through the pictures, illustrations, brief reading selections, and exercises which teach reading and writing skills, students learn about self-concept, others, family life and friends, and how to make decisions. Levels Two, Three, and Four each contain reading selections alternated with language arts lessons. These reinforce the reading and writing skills taught in Level One and, in addition, develop reading comprehension skills and present content related to the social sciences. The reading comprehension skills taught at the second, third, and fourth levels are factual recall, vocabulary in context, main ideas, inference and interpretation, confirming content, and determining cause and effect. In Level Two, the social science content of the reading selections treats the topics of home, family and school situations, people's physical needs, how people communicate, community workers including policemen and firemen, environmental problems, means of transportation, and rules of safety. The language arts skills taught at Level Two include visual literacy, sentence formation, creative and critical thinking, how to organize thoughts and ideas, spelling (especially of words containing difficult Spanish sounds), sentence definition, punctuation marks, and capitalization. In the second level students are also introduced to poetry and learn to use Spanish antonyms and interrogatory words. Through the reading selections in Level Three students study how people live in urban and rural areas of the United States, examine urban problems, learn about various cultural groups and bilingualism, analyze the causes and consequences of prejudice, and study their own community. In Level Three students first review some of the language arts skills learned in Level Two—Spanish sounds, sentence structure, capitalization—and then are introduced to subjects, nouns, verbs, and families of Spanish. The social science content of the readings in Level Four deals with various world cultures. Students learn how culture, environment, and resources affect jobs in various parts of the world and compare their own life style with the life styles of other people. The language arts skills taught in Level Four include paragraph development and dictionary skills. Students also learn about syllables, accents, prefixes, abbreviations, punctuation, and pronouns and review the skills taught at the previous level.

Teaching Procedures

The Teacher's Manual and Editions provide suggestions for teaching. In Level One students learn to read and write in Spanish. The various Spanish sounds are presented through the use of picture cards with words that are already a part of the student's speaking vocabulary. Students repeat the sounds after the teacher, identify the picture orally, and learn the printed form for the word. Pupils are then expected to open their books and repeat the sounds, picture words, and sentences provided in the text. Individuals are called on to read. Teachers ask questions. The workbook exercises involve the students in printing each letter and in developing sentences. In Levels Two, Three, and Four students are expected to read the reading selections and participate in classroom discussions. Discussion topics, which often have the students relate the content of the story to their own lives, follow the textbook readings; questions for the teacher to ask are provided in the Teacher's Editions. Exercises to teach reading comprehension skills also follow the reading selections. Students are given lists of words and asked to find antonyms in the reading selections, to complete sentences using the proper vocabulary, or to answer true/false statements. The lessons which teach students language arts skills usually begin with an explanation of the concept to be learned followed by many, varied exercises. For example, students are asked to divide words into syllables, correctly punctuate sentences, make up sentences about illustrations, alphabetize words, and put sentences in order to form a logical paragraph. Additional exercises are provided in the workbooks.

Evaluative Data

The materials were field tested in four major school districts around the country. The final editions were revised using data from these field tests.

CIVICS: FIFTH EDITION

Authors:	Grant T. Ball Newport Harbor High School Newport Beach, California Lee J. Rosch Golden West College Westminster, California		
Publisher:	Follett Publishing Company 1010 West Washington Boulevard Chicago, Illinois 60607		
Publication Date:	1978	Grade Level:	8-12
Availability:	From publisher	Subject Area:	American Government and Civics

Overview

Civics: Fifth Edition, as might be expected, focuses on the responsibilities and privileges of citizenship. The content is traditional to the extent that the text deals with politics; the Constitution; federal, state, and local government; political parties and elections; and the relationship of government to the economy and society. It is unique because it also treats social issues and topical concerns such as government spending, taxation, crime, and poverty. The interest level is satisfactory for students in grades eight and above. The controlled reading level, which is at 6-7 on the Dale-Chall scale, plus the lesson format, which is broken down into small, discrete sections, makes the text useful for students who do not read at grade level. Each lesson in the text contains a Comprehension Check and all but one unit contains a self-test designed to sharpen students' evaluations of their own views. In addition, sample tests are included in the Teacher's Guide.

Materials and Cost

Student Text: Civics: Fifth Edition. By Grant T. Ball and Lee J. Rosch. 478 pp., 7 3/4" x 9 1/4", hardbound	$10.47
Teacher's Guide. By Grant T. Ball. 63 pp., 7 5/8" x 9 1/8", paperbound	$ 4.32

Required or Suggested Time

The authors suggest that each of the 79 lessons requires one class period. Based on this schedule, the book would require one semester to complete. Nevertheless, with students in grades 8 through 10, more time--up to a full school year--may be required. The additional activities included in some of the Comprehension Checks and in the Teacher's Guide would also require additional class time.

Intended User Characteristics

According to the publisher, the book is designed for students in grades eight and above. The publisher claims the content is written at a 6th- to 7th-grade reading level which suggests that it would be useful for slow learners. The format of the text also supports this usage. For example, each lesson is prefaced by such organizers as "Words to Understand," "New Words in Sentences," and "Your Reading Purpose." Comprehension Checks which follow the lessons have sections entitled "Recognizing the Main Ideas," "Selecting Important Details," and "Vocabulary." The content is topical and should be interesting to older as well as younger students.

Rationale and General Objectives

The emphasis of Civics is on developing knowledge and skills. The Teacher's Guide states: "The program's content examines all

Data Sheet by Mary Jane Turner.

issues essential to a full understanding of government, and the format encourages development of learning skills, such as reading, analyzing, and organizing, as well as skills of citizenship." There is no general statement concerning attitudes. The total tenor of the book is, however, on accentuating the positive. Issues are dealt with realistically but there seems to be an implicit assumption throughout that communal effort and positive values will overcome the problems facing America.

Content

The content of this text is organized predictably and traditionally. The first unit examines the nature of politics and government and treats the relationship of citizens to a government in some detail. Two lessons deal with key concepts related to democratic theory such as individualism, majority, and minority. One activity provides five criteria for measuring the degree of democracy in a nation and asks students to apply the criteria to the USSR and the USA. Subsequent units teach about individual rights and the Constitution, the federal government, state and local government, political parties and elections, and the relationship of government to both the economy and society. The units on the economy and the society are liberally filled with issues and problems for the students to consider. Thus, Civics avoids the sterility of texts that rely completely on structure of government. After some rather general lessons dealing with the nature of economics, lessons are presented on business, labor, agriculture, consumerism, and the future. The section on labor focuses on unionism, strikes, and collective bargaining, for example. A case study about Cesar Chavez is included to dramatize and illustrate the ways a union has helped the migrant farmer. Among the social issues considered are women's rights, poverty, education, and prejudice.

Teaching Procedures

This text is organized in such a way that relatively small amounts of material are presented in each lesson. The lessons are made up of three main parts: (1) introductory materials, (2) a reading selection, and (3) a comprehension check. The introductory material includes a list of "Words to Understand." It is intended that these words be discussed in class. In addition, these words are used in sentences to help teach the skill of defining from context. This section also includes questions which are intended to guide students' examination of the reading selection. Most of the reading selections are prefaced by a brief review which is intended to reinforce material that has been presented in earlier lessons. All of the comprehension checks, which make up the third component of a lesson, contain a review of the main ideas, an outline of important details, and activities to test understanding. Some lessons also provide an additional activity aimed at developing writing and organizing skills. Following every lesson is a supplemental reading offering concrete examples of the concepts or ideas presented in the lesson. These can be used to motivate, to promote discussion, as homework assignments, or as extra reading for students who complete their lesson before the rest of the class. All of the units, except the one on the federal government, contain a "none-fail" self-test which gives students a "chance to measure their own views against the popular current attitudes." All of the activities discussed above are in the text itself. The Teacher's Guide contains, in addition, a brief background statement about the purpose of each unit, questions to guide discussion for each lesson, general review questions for the units, and bibliographies of useful materials. Additional activities are also provided. For example, it is suggested in one lesson that students ask an older person who has been hospitalized to explain how Medicare works and prepare a report or call the local Social Security office to find answers to particular questions. A scripted mock trial is included among the activities for the unit on state and local government.

Evaluative Data

No formal evaluation was done on these materials. Some revisions have been made based on informal feedback from users of Civics: Fourth Edition.

CIVICS FOR AMERICANS

Authors:	John J. Patrick, Professor of Education Indiana University Richard C. Remy, Associate Professor of Political Science and Humanities Education Ohio State University		
Publisher:	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025		
Publication Date:	1980	Grade Level:	8-12
Availability:	From publisher	Subject Area:	American Government, Civics, and Political Science

Overview

According to the authors, the main purpose of Civics for Americans is helping students in grades nine through twelve "acquire knowledge and skills needed to carry out their responsibilities and protect their rights as citizens of a free society." The program emphasizes basic knowledge of governmental institutions as well as three areas of skill development: basic social studies, decision making, and life skills. In addition to a hardbound student text, the materials include a Teachers' Annotated Edition and tests and activities on duplicating masters. Both the activities included in the text and those on duplicating masters are designed to reinforce learning and to apply skills.

Materials and Cost

Student Text: Civics for Americans. By John J. Patrick and Richard C. Remy. 564 pp., 8" x 9 1/4", hardbound	$11.10
Teacher's Annotated Edition. By L. JoAnne Buggey. 596 pp., 8" x 9 1/4", hardbound	$12.60
Additional Materials: Duplicating Masters Activities. 50 masters, 2 for each chapter	$16.20
Tests on Duplicating Masters. 39 masters	$12.60

Required or Suggested Time

The text provides materials for a year-long course. Although the authors expect that most teachers will prefer to follow the unit and chapter arrangement of the text, they suggest another one-year alternative. This sequence would teach political behavior prior to teaching about governmental institutions. The authors also suggest four possible formats for a one-semester course: government institutions, citizenship skills and national government, national government, and citizenship skills and state and local governments.

Intended User Characteristics

Civics for Americans can be used in grades 8 through 12. Although the Fry readability indicates a slightly higher level, the publishers indicate that the text has a 7th- through 8th-grade reading level. Special words relating to social studies, governmental institutions and officials, and organizing concepts appear in heavy print throughout the text. These words are included in the Section Review vocabulary lists and are defined in the Glossary. The graphics show both minority persons and women in authority roles. No special teacher training is required as sufficient activities are integrated into the content and provided in the Teacher's Edition.

Rationale and General Objectives

In the Teacher's Edition, the authors state that "the aim of civic education for Americans . . . ought to be the development of knowledge about social, political, and economic realities and ability to think independently and constructively about governance and the rights and responsibilities of citizens. Civics for Americans has been designed to help students

Data Sheet by Mary Jane Turner.

learn basic knowledge and skills needed to become competent citizens." The authors believe the students need to have a basic knowledge of governmental institutions as well as basic social studies skills, decision-making skills, and life skills, in order to be effective, responsible citizens. Basic social studies skills include finding, comprehending, organizing, evaluating, and communicating information. Decision-making skills include being able to: (1) identify the occasion for a decision, (2) identify and clarify alternatives, (3) infer the consequences likely to result from particular alternatives, (4) evaluate the consequences, (5) choose an alternative in the light of goals, and (6) judge choices based on practicality and fairness. Life skills are often evaluated on competency tests and include such basic activities as voting, filing income tax, using small claims court, and writing checks. Activities which emphasize these skills are sequenced throughout the text at progressively more difficult levels so that students will have ample opportunity to practice them.

Content

Civics for Americans consists of 25 chapters grouped into seven units. The first unit, "Government and Citizenship," deals with the functions of governments, the relationship of citizens to the government, rights and responsibilities of citizenship, federalism, and the background and purpose of the Constitution. Students are also introduced to the "decision tree"—a practical political modeling device which they will use frequently for making and judging decisions. "Making Decisions in the National Government," Unit 2, focuses on the institutions and decision-making processes of the branches and agencies of the national government. Interest groups, political parties, and voting, all tools for influencing government, are examined in Unit 3, "How Citizens Influence Government." Units 4 and 5 are similar in format and structure to the second unit but deal with decision making and institutions at the state and local levels of government. Unit 6, "Our Free Enterprise System," contains chapters on the economy and production and consumer decisions. The last unit, "America and the World," has to do with foreign policy. It contains a chapter in which the increasing interdependence of all nations is explored. In addition to the text material, every chapter is concluded with a case study which presents a realistic example of the decision-making processes, institutions, or officials discussed in the chapter. Illustrated feature pages in each of the units provide examples of the kinds of work persons in civic jobs do. Civics for Americans also contains two quite unique features. One is a section on flag etiquette; the other is the Constitution which appears in its entirety in the main body of the text. Each section of the document is thoroughly explained.

Teaching Procedures

The student text contains Section Reviews which provide vocabulary words, a review of the main ideas, and skill-building exercises related to the preceding content. Chapter tests and activities also allow students to review content and apply basic social studies and decision-making skills. For each chapter, there are application exercises for finding, comprehending, organizing, and evaluating information; for communicating ideas; and for using decision-making skills. For example, the application exercise in Chapter 6 for organizing information is "draw a diagram to show how a bill about energy conservation might become a law." Each chapter contains a bibliography of recommended resource books. A life skill application opportunity is included within each unit. The Teacher's Annotated Edition contains an overview, objectives, teaching ideas, and evaluation suggestions for each chapter. Discussion questions that get at higher levels of cognitive reasoning, answers to section review questions, and other information are included as marginal notes in the Teacher's Edition of the text. Teaching ideas include topics for class discussion and research, small group activities, art projects, data collection, and so on. The Activities workbook reinforces the three skill areas emphasized in the text. In most cases, students apply the understandings provided in the text to situations described on a worksheet. Some worksheets present new information to supplement the text. Students relate this to what they have already learned.

Evaluative Data

Civics for Americans has not been formally field tested in its entirety. Portions of the skill base, such as the decision tree, have been extensively field tested as have some of the activities. Proofs of the text were submitted to a panel of experienced teachers. Some evaluated them based upon their own sense of what students like. Others tried some lessons with students. Their written responses are on file at Scott, Foresman and Company.

CIVICS FOR TODAY

Authors:	Margaret Stimman Branson and Fred S. Coombs		
Publisher:	Houghton Mifflin Company One Beacon Street Boston, Massachusetts 02107		
Publication Date:	1980	Grade Level:	9
Availability:	From publisher	Subject Area:	American Government, Civics, and Political Science

Overview

Civics For Today is a single-volume text for 9th-grade students examining traditional civics topics. It can be used as the basis for either a semester or year course. The text's content is traditional, beginning with an examination of the meaning of politics and the origins of the American people and their government; exploring the nature of the federal, state, and local governments; and examining the electoral process, our system of justice, the economy, and foreign policy. This text is exemplary, however, in its attempts to relate the topics of civics to the experiences of students and its thoughtful use of activities designed to develop a wide range of data gathering and processing skills.

Materials and Cost

Student Text: Civics for Today. By Margaret Stimman Branson and Fred S. Coombs. 576 pp., 8 1/4" x 9 1/4", hardbound	$10.80
Teacher's Edition. 648 pp., 8 1/4" x 9 1/4", hardbound	$11.55
Additional Materials:	
Activity Book	$ 3.00
Teacher's Edition, Activity Book	$ 3.75
Performance Tests. 56 duplicating masters	$22.44

Required or Suggested Time

This text is designed to provide the basis for a one-year course. However, the authors indicate that it can also be used for a semester course by excluding certain chapters or units. The Teacher's Edition states that there are 78 chapter sections, 26 chapter reviews, and eight unit activities, each requiring one class period. In a full-year course there would be sufficient time to do all of the activities suggested in the Teacher's Edition and all of the extending chapter activities as well.

Intended User Characteristics

Civics for Today is intended for use by the typical range of students in 9th grade. The reading level, according to the Fry graph, is 9th grade. For each chapter, special reading skill exercises are suggested in the Teacher's Edition. Other readability aids include boldface type for new words, clear explanations of new words in context, and a variety of features—political profiles, case studies, dramatizations—to help students understand or relate to ideas explained in the text. The introduction to the Teacher's Edition discusses ways to meet the needs of poor readers as well as those of advanced students. The section activities focus upon social studies skill development, becoming increasingly more difficult as the text progresses. Therefore, students of varying abilities can benefit by these activities.

Rationale and General Objectives

Civics for Today attempts to balance instructional objectives in three areas. It seeks to have students acquire content knowl-

Data Sheet by Dale Greenawald.

edge about the structure and operation of the American political system. It also seeks to provide students with the skills necessary to participate in that system. This is accomplished by relating political action to everyday life and by developing the following skills: using books, magazines, and newspapers to gather information; acquiring information from interviews and surveys; interpreting graphs, charts, and tables; interpreting pictorial materials; analyzing information; organizing information; communicating in writing; and interacting effectively with others and participating in groups. There is also considerable emphasis on reading skills. In addition to providing students with knowledge about and skills needed to participate in the American political system, the text attempts to facilitate the development of positive attitudes toward our democratic heritage, respect for others, and a sense of civic responsibility.

Content

The authors have focused upon topics found in most traditional civics texts. The first unit introduces students to the meaning of politics, the origins and values of the American people, and the function of government. By defining politics as activities which include influencing others, giving and taking directions, gaining and using power, settling conflicts, seeking advantages for self and others, and decision making, the authors relate politics to the lives of students. Unit 2 focuses upon the evolution of the Constitution. The next unit examines the federal government, distinguishing between public and private policy and considering the functions of the executive, legislative, and judicial branches of the national government. Unit 4 describes how state and local governments function and examines some of the current issues they face. The fifth unit analyzes voting and elections by considering political beliefs and the influence of mass media upon political behavior. In addition, this unit examines political parties, the electoral process, and how citizens can influence government. In Unit 6, the focus is upon law and justice. Our court system and law enforcement agencies are examined. The unit about the American economy defines economics and provides a framework for analyzing economic systems. It also compares traditional and command economies and explores the American tax structure and allocation of tax dollars. The final unit focuses on foreign policy, examining some foreign policy dilemmas facing the United States and describing America's role as a world power. Each unit concludes with "Exploring Ideas" and a unit test. "Exploring Ideas" consists of a short paragraph or two relating the unit topic directly to the students' lives, posing several open-ended questions which could be used for discussion or writing essays. An outstanding feature of the text is the built-in skill activity in every chapter section. These also relate the subject matter to everyday life and actively involve the students in the learning process. In addition, numerous "Political Profiles," case studies, and dramatizations help students relate to the political concepts presented in the text.

Teaching Procedures

The Teacher's Edition contains a detailed guide which specifies broad learning goals, student objectives, teaching strategies, a reading skills exercise, and possible answers to textbook questions for each chapter. Suggested teaching strategies include a wide range of activities. For example, students describe ways they behave politically in one day, compare short statements about freedom of speech by various Supreme Court justices, and find out everything they can about the President's activities for the current week. Other activities include discussion, writing, role playing, community surveying, reading, interviewing, and exploration of personal positions with respect to controversial issues. Extension activities are included in each chapter review. These can be assigned to individuals, small groups, or, in some cases, the entire class. Chapter reviews also include vocabulary activities, skill development activities, and discussion questions. Many activities in both the text and Teacher's Edition emphasize relating the content of the text to the everyday experiences of students.

Evaluative Data

Civics for Today was not formally field tested. However, according to the publisher, the authors used many of the ideas in their own classrooms prior to publishing the book.

CONSUMER ACTION

Authors:	John S. Morton and Ronald R. Rezny		
Publisher:	Houghton Mifflin Company One Beacon Street Boston, Massachusetts 02107		
Publication Date:	1978	Grade Level:	9-12
Availability:	From publisher	Subject Area:	Consumer Education

Overview

Consumer Action is a senior high school text designed to help students "develop the skills needed to survive and prosper in the marketplace" and written with the teenage consumer clearly in mind. The six units examine decision making and how to get the most for your dollar, the marketplace, credit, automobile purchasing and finance, housing, and health and savings. Each unit is organized into a series of chapters which contain simulated experiences in the form of case studies, interviews, and consumer problems; thought questions; inquiry-oriented exercises; and activities directed toward student involvement with resources and retailers in their community. The Instructor's Guide is extremely useful in planning daily lessons and concludes with reproducible unit tests.

Materials and Cost

Student Text: Consumer Action. By John S. Morton and Ronald R. Rezny. 374 pp., 7 1/2" x 9 1/2", hardbound	$ 8.97
Instructor's Guide. 136 pp., 8 1/2" x 11", paperbound	$ 4.05

Required or Suggested Time

The text consists of six units, each containing three to five chapters, and can be used for a one-semester course. The authors indicate that the program is intended to be flexible. For a shorter course, parts of chapters or entire chapters can be omitted. For a longer course, or if teachers want to emphasize particular topics, an abundance of activities in both the text and the Guide makes it possible to extend substantially the amount of time given to any topic.

Intended User Characteristics

The units are intended for and written with high school students in mind. "We have tried to talk to students in language they understand." The tone is informal and conversational and includes numerous case studies and examples. According to a Fry readibility analysis reading levels average at the 4th to 5th grade levels; thus the text could be used with motivated students at the junior high school level as well. Nearly every page contains a cartoon, an illustration, follow-up questions, or an extending activity to aid students in understanding the concepts presented, all of which promote student involvement, valuing, or skill development. The authors state that Consumer Action can be used with success no matter what school department sponsors it, whether it be social studies, business education, or home economics. No special teacher training is necessary but some background in consumer education would be helpful. For each chapter, the Instructor's Guide includes background notes with references for teachers who feel they need more background in the topic being discussed.

Rationale and General Objectives

The authors feel that a consumer education program should provide the most basic and necessary content for young adults to possess in order to be intelligent and discriminating shoppers and money managers. This book is designed to accomplish that goal. Of equal importance is the stress upon students' determining what values they hold. "Intelligent consumer decisions are based not only on information but also on values." Throughout the text are exercises designed to help students "identify, clarify, and analyze their own

Data Sheet by Dorothy Lungmus.

values." Finally, by using this text, the students are compelled to use the resources available in their community to learn consumer skills first-hand. The text is designed to help students develop the practical consumer skills of "planning, budgeting, shopping, spending, fact-finding, [and] negotiating" and thinking skills such as "comparing, analyzing, inferring, [and] evaluating."

Content

The six units focus upon issues relevant to young adults in the consumer's world. "Deciding, Planning, and Spending," the first unit, introduces a method of rational decision-making and the concepts of opportunity costs, values clarification, determination of goals, budgeting, and techniques for wise selection of food and clothing. "The Consumer's World" deals with basic economics of the marketplace, advertising, fraud, and consumer redress and representation. The chapters on credit in Unit 3, "Buy Now, Pay Later," include disadvantages and advantages of using credit, kinds and sources of credit, credit costs, legal aspects of credit arrangements, and pitfalls of using credit. "Wheeling and Dealing" gives specific information on the questions that should be asked when purchasing a used or new car, how to evaluate a prospective purchase, how to finance and insure it, and the pitfalls to be avoided. "A Roof Over Your Head" includes a discussion of things to consider in deciding where to live and explains the roles and responsibilities of brokers; various aspects of renting including apartment hunting, leases, and legal rights of landlords and tenants; procedures for buying a house; and alternative housing, such as condominiums and mobile homes. The concluding unit, "Your Health and Your Future," examines choosing a doctor, buying health insurance, purchasing over-the-counter and prescription medicine, the different financial institutions available for savings, and what to consider when purchasing life insurance. Each unit deals with consumer law and basic economic concepts related to the particular topic being discussed. Fictitious case studies representing real problems and situations are used liberally in each chapter. In addition, chapters usually are introduced with anecdotes or thought-provoking questions to stimulate student interest. Each unit concludes with "The Big Picture," a separate chapter devoted to putting the preceding unit material in perspective and relating it to contemporary concerns of social, political, and economic significance. The various "Big Picture" chapters examine the process of choosing a career, consumer rights, inflation, America's transporation crisis, urban decay and suburban sprawl, and retirement.

Teaching Procedures

The authors made the Instructor's Guide as useful as possible for teachers. Like the student text, it is divided into units and chapters. Each unit is prefaced by an overview, ways to plan ahead, and listings of print and nonprint resources for background or enrichment. For every chapter, objectives are specified followed by definitions of important terms, background information, and additional teaching ideas. The activities and questions posed in both the text and Guide are designed to encourage inquiry and values clarification as well as the use of community resources. According to the authors, "the exercises do more than supplement the text; they are the core of the program." Activities and questions are not only found at the end of each chapter, but are interspersed throughout the reading to enable students to discuss issues as they arise. Suggestions for student involvement occur in outlined boxes called "What Do You Think?"; "You and Your Community"; "Check Your Understanding"; and "Follow-Up." A good example of the kind of activities students become involved in can be found in the unit "Wheeling and Dealing." Students are asked to study and evaluate newspaper ads for cars, look for specific features in the car's structure and operation, determine actual costs and ways to bargain effectively, and learn avenues of recourse if there is dissatisfaction. After being given a sample auto-purchase form, students are asked to price cars at two dealers. To lend reality, the authors include typical conversations between customers and dealers and examples of necessary arithmetic for computation of costs.

Evaluative Data

Consumer Action has not been formally evaluated.

ECONOMICS: MEETING PEOPLE'S NEEDS

Authors:	George G. Watson, Jr., Peter H. Dublin, Robert M. Harrington, Betty L.S. Bardige, and Jacqueline H. Walsh		
Publisher:	Science Research Associates, Inc. 155 North Wacker Drive Chicago, Illinois 60606		
Publication Date:	1979	Grade Level:	9-12
Availability:	From publisher	Subject Area:	Economics

Overview

Economics: Meeting People's Needs is a 16 chapter basal text, accompanied by an Instructor's Manual and a student activity booklet. It embodies the idea of a "fusion curriculum," a process which integrates traditional economic subject matter with issues of immediate concern to students. The intent is to make economics relevant without abandoning its technical aspects. Economic facts, concepts, and issues are presented to encourage the students to reach a higher level of thinking. The text is designed for high school students of average or below average abilities. The variety of teaching strategies included for each lesson makes the book useful for students with a wide range of abilities.

Materials and Cost

Student Text: Economics: Meeting People's Needs. By George G. Watson, Jr. et al. 528 pp., 7 3/4" x 9 1/2", hardbound	$ 10.95
Additional Student Materials: Workbook. 123 pp., 7 1/4" x 9 1/4", paperbound	$ 2.65
Teacher's Guide. By Burt Saxon and Jacqueline Walsh. 80 pp., 7" x 9", paperbound	$ 2.00

Required or Suggested Time

Because the text contains much more information than could possibly be covered in most traditional semester-long economics courses, it is left to the discretion of the teacher to decide what to include and how to pace each lesson. However, the authors advise against omitting the student activities "simply as an expedient," as they are probably the most conducive to student learning. If the book is used in a one-year course, ample time would be available to complete all lessons and activities.

Intended User Characteristics

The text is written for senior high school students with an average reading level of 8.5, as assessed by the Fry readability scale. The materials assume that the students have had little exposure to economics in previous social studies classes. The teacher should have at least some familiarity with economic content before using the materials; however, the Instructor's Manual does provide many useful suggestions for implementing the course.

Rationale and General Objectives

Economics: Meeting People's Needs is based on three central assumptions about curriculum and its relation to student learning: (1) that in order for economics to be meaningful, it must be fused with issues in the students' own lives; (2) that effective teaching or learning is the result of a variety of models; and (3) that one learns by doing and using, and, thus, activities should engage students and "allow them to interact directly and enthusiastically with social studies materials." The overriding goal of the material is to help students understand the ways they influence and are affected by economics and economic institutions. General objectives are to present the basic concepts of economics in a relevant fashion; to involve the students in activities related to these concepts; and to offer clear suggestions and support to the teacher.

Content

Four major units comprise the text. The first unit offers an introduction to economics;

Data Sheet by Paul Mulloy.

the chapters include an economist's view of the world, the nature and types of ideal economic systems, and an overview of the American economy. The second unit, focusing on microeconomics, examines market economy, competition, government intervention and regulation, limitations of the market model, and income distribution and redistribution. Unit Three deals with macroeconomics and discusses Gross National Product, supply and demand, monetary policy, and fiscal policy. In the final unit, four areas of economic change are analyzed: economic growth, tax systems, world economy, and environment-energy problems. Each of the 48 chapter/lessons contains three sections. The first section is a short narrative consisting of a straightforward explanation of major economic issues and concepts found in almost any economics course. The second section is a reading, often personal, fictional, or satirical. An example is a selection from Lewis Carroll's Through the Looking Glass. The reading illustrates the acceleration principle, showing why an economy has to continue growing to stay in the same place. The last section in each lesson is a set of student activities, such as interviews, simulations, discussion, and visual activities based on photographs. The student Workbook primarily consists of those activities in the text that use student worksheets. A page-long test, concluding every chapter in the Workbook, includes various types of items, mostly short answer and essay.

Teaching Procedures

An extensive Instructor's Manual accompanies the text. The Manual encourages the teacher to create a classroom atmosphere in which students cooperate with each other and in which the focus of learning is shifted from the teacher to the students whenever appropriate. Teachers are urged to consider rearranging desks into circles or clusters; to decide whether or not to assign homework based on the students' needs; to read technical information to the class orally if necessary; to consider non-traditional grading strategies for the course; to integrate tests naturally into classroom activities; and to capitalize upon student participation in activities as a powerful way of learning. In addition, for each lesson in the text, the Manual contains a list of new vocabulary terms, an introduction to the major issues of the lesson, and numerous suggestions for using the four different curricular modes--narratives, readings, activities, and visuals--in the classroom. For example, suggestions for dealing with the economics narrative range from using it as an oral teacher presentation, to having students read it in preparation for a small group discussion, to not using it at all. Sample questions related to the readings are provided to help students understand the relationship between important economic and personal issues. The Manual states that activities should be selected depending upon the needs of students, individual teaching styles, and the prevailing values of the school and community. A variety of activity types have been included. These are: "straight analytic, straight-forward application, economic research, open-ended, and personal."

Evaluative Data

The authors state that field testing has been done with the materials. Sample teacher questionnaires from the field-test data indicate that the reading level is most appropriate for average or below-average high school students; that normally uninvolved students participate in classroom activities a little more than usual; that teachers are pleased with the degree of emotional involvement of the students; and that teacher preparation time is about the same as it is with other economics texts. Field-test data has not been published and is not generally available.

FREEDOM'S TRAIL

Authors:	Richard A. Bartlett, Clair W. Keller, and Helen H. Carey		
Publisher:	Houghton Mifflin Company One Beacon Street Boston, Massachusetts 02107		
Publication Date:	1979	Grade Level:	7-9
Availability:	From publisher	Subject Area:	American History

Overview

Freedom's Trail is a one-year United States history textbook written specifically for junior high school students. The activity-oriented text, written at grade level, is intended to help students develop an understanding and appreciation of America's people and history. The basic teaching strategies include textbook readings, many of which emphasize the human side of history, classroom discussion, and challenging small and large group activities. Exercises to help teachers teach reading skills and special activities for building skills are integral features of the program.

Materials and Cost

Student text: Freedom's Trail. By Richard A. Bartlett et al. 720 pp., 8 1/4" x 9 1/4", hardbound	$ 11.85
Teacher's Edition. 792 pp., 8 1/4" x 9 1/4", hardbound	$ 12.21
Additional Materials (in preparation at the time of this analysis):	
Activity Book.	$ 3.21
Teacher's Edition, Activity Book.	$ 3.54
Progress Tests on Duplicating Masters. 60 masters	$ 22.80

Required or Suggested Time

Freedom's Trail is intended to be used as the basic textbook for a one-year course in United States history. The text is organized into six units, 28 chapters, and 95 sections. The 95 sections, 28 skill building features, and 28 chapter reviews provide teaching blocks for 151 class days. The activities to be used are left to the discretion of the teacher.

Intended User Characteristics

The textbook was written specifically for junior high school students. It is activity oriented and written at grade level, according to the Fry readability scale. Clear explanations and the use of boldface type for new vocabulary, controlled sentence length and structure, and reading skills exercises provided for each chapter make the text a very good one to use with students who need help in developing reading skills. On the other hand, teachers should have no trouble finding activities and projects to challenge and interest brighter students. Instructions for the teacher are very clear.

Rationale and General Objectives

The authors believe that by studying Freedom's Trail "students will develop an understanding of their country's history and its people, appreciation of the American heritage, and awareness of the diversity of the American experience." The authors also believe that in order to understand history, students must acquire certain basic skills which will help them become more competent in acquiring and using information, now and in the future. Students need to be able to deal with detailed information in historical sequence, understand the relationship between cause and effect, organize content, differentiate between fact and opinion, interpret abstract ideas, and understand concepts of time and space. The authors have emphasized skill development in their textbook program by making Reading Skills Exercises and Building Skills an integral part of each chapter. By giving students the opportunity to practice these skills, the authors hope that "students will be prepared to participate fully in a free society."

Data Sheet by Regina McCormick.

Content

Freedom's Trail is a chronological treatment of United States history. The human side of history is emphasized through concise biographical sketches of persons who contributed to the nation's development, picture essays, and a special feature entitled "In Their Own Words" which focuses on various minority and immigrant groups. Unit 1, "Exploration and Colonization," examines the origins and cultural backgrounds of the American Indians and introduces students to the archaeological methods used to study these first Americans. The cultural diversity of the American Indians is highlighted. The unit also discusses European exploration and settlement and concludes with a chapter on life in the English colonies. In Unit 2, "A New Nation," students learn how the new nation met foreign and domestic challenges, read about the Revolutionary War, discuss the weaknesses of the new government under the Articles of Confederation, and learn about how the Constitution works. The causes and results of the War of 1812, westward expansion, life in a frontier settlement, and the factors contributing to growth and nationalism are also examined. The time period from the Jacksonian era to the end of Reconstruction is treated in Unit 3, "Holding the Union Together." The reform spirit during the Age of Jackson, the westward movement to the Pacific, the events leading up to the Civil War, how the War was fought, and Reconstruction plans are discussed. Unit 4, "The Nation Takes Shape," describes the emergence of the United States as a world power. Among the topics examined are industrialization, urbanization, the power of big business, the Spanish American War, abuse of political and economic power, reform movements, and World War I. Unit 5, "World Leadership," discusses the four decades from 1920 to 1960. Students read about the internal preoccupation of Americans during the "Roaring Twenties" and the hardships of the Great Depression. Events leading to World War II, the Cold War, and aspects of postwar affluent society are treated. The text concludes with Unit 6, "The Changing Nation," which chronicles the rapid changes in American society since 1961. Students study about the New Frontier of John F. Kennedy and the Great Society of Lyndon Baines Johnson. They examine the Civil Rights movement, the Vietnam War crisis, the problems encountered by women and minority groups, the energy crisis, and the Carter presidency.

Teaching Procedures

Students are expected to read the textbook selections and to participate in classroom discussion. "Checkpoint" questions at the end of each chapter section in the student text help students identify and recall what they have learned. The "Chapter Review" contains exercises to review new words and names and practice new skills learned. Discussion questions and suggested activities are also included in each "Chapter Review." A test is provided at the end of each unit in the student text. Many discussion questions are provided in the Teacher's Edition. Although the program emphasizes reading and discussion, it is also activity oriented and contains interesting and varied activity suggestions. Many of the activities divide the students into small groups and ask them to dramatize an event or situation or defend a particular point of view. In other activities students create a poster representing the abolitionist argument, make a presentation on the way an ethnic group today celebrates its past, and find examples of and suggest solutions to pollution problems in their community. One unique feature of the program is that the Teacher's Edition contains a Reading Skills Exercise for each chapter. These features present many easy-to-implement, useful techniques to teach reading in the social studies. The authors suggest that teachers skim through the reading strategies for all the chapters to get an overview of the types of reading skills that might be helpful to students. Another interesting feature in each chapter of the student text is "Building Skills." This feature involves students, for example, in learning how to interpret maps; read time lines, line graphs, bar graphs, and tables; analyze pictures; conduct surveys; interpret songs; compare primary and secondary sources; use a card catalog; and detect propaganda. As an additional aid to the teacher, the Teacher's Edition contains unit overviews, an outline of the main ideas presented in each chapter, student objectives, study material answers, and a chapter-by-chapter bibliography of additional print and nonprint materials for both students and teachers.

Evaluative Data

According to the publisher the materials were not formally field tested. However, the authors did field test the lessons in their own social studies classes as the text was being written.

GLOBAL HISTORY, A

Authors:	Leften S. Stavrianos, Loretta Kreider Andrews, John R. McLane, Frank R. Safford, and James E. Sheridan		
Publisher:	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210		
Publication Date:	1979	Grade Level:	10-12
Availability:	From publisher	Subject Area:	World History

Overview

A Global History was developed by the World History Project of Northwestern University, sponsored by the Carnegie Corporation of New York. The purpose of the project was "to promote research and teaching in the field of history at both the high school and college levels" and to provide a continuity of instruction between the two levels. The high school text was designed to meet two needs: the need for a course in world history, not just Western Civilization, and the need to challenge students to think about ways of improving world conditions. The first seven chapters of the text present a survey of world history from prehistory to modern times. The core of the book then examines geographical, political, economic, and cultural patterns of six major areas of the world. An interesting feature is the flashback technique where present conditions are examined and then more thoroughly explored in terms of historical origins. Students are involved in traditional reading and review activities as well as in considering divergent viewpoints, comparing and contrasting, forming policy statements, and formulating their own opinions on various global issues.

Materials and Cost

Student Text: A Global History. By Leften S. Stavrianos et al. 658 pp., 7 5/8" x 9 1/2", hardbound	$11.97
Teacher's Guide. 248 pp., 6 1/4" x 9 1/4", paperbound	$ 3.00
Additional Materials: Chapter and unit tests, duplicating masters, 8 1/2" x 11", paperbound	$ 28.50

Required or Suggested Time

A Global History is intended for a year-long course. There are 32 chapters, each requiring approximately one week to complete. Concluding activities for each of the ten units may require additional class periods.

Intended User Characteristics

The text is designed for high school students in world history. A readability analysis, based on the Fry Graph for Estimating Readability, indicates a 10th-grade average reading level. Throughout the text, new and difficult words are italicized, followed by a brief definition to help students develop vocabulary. A glossary of specialized terms for various cultural areas also aids students' understanding. No special teacher training is required; however, it would be helpful if teachers had some background in world history. Teachers using A Global History must be willing to develop their own lesson plans, as the Teacher's Guide suggests only the themes and concepts to be developed in each chapter and provides suggested answers to text questions. A "survival kit" for teachers of world history, described in the introductory pages of the Teacher's Guide, should be useful to teachers in planning their lessons.

Rationale and General Objectives

A Global History "is designed to make students aware of problems in all areas of the world; to see Western civilization in its proper perspective as only one area among many world areas; and to stimulate the students to weigh and compare information in formulating possible solutions to world prob-

Data Sheet by Judith E. Hedstrom.

lems." The authors state two major objectives: to provide an overview of the state of the world today and to explain and help students understand its historical evolution. Unit activities, besides being designed to help students explore textual material in greater depth, are intended to develop the following social studies skills: "(1) locating sources of information; (2) selecting and organizing information; and (3) determining how to communicate information effectively and efficiently in written or oral form. . . ."

Content

The text consists of ten units organized into three parts. Part I, "A Survey of World History," examines the emergence of the human race; ancient, classical, and medieval civilizations; and European influence on the rest of the world from 1500 A.D. to modern times. Each topic is covered in global perspective. Part II, "The World's Major Culture Areas," forms the core of the text and devotes one unit each to the Soviet Union, Latin America, China, India, Africa, and the Middle East. Within each of these units there are four chapters, the first focusing on basic ideas about geography, people, and historical periods. The following three chapters examine the politics, economics, and culture of the area being studied and employ a "flashback technique." With the flashback technique, "present conditions and institutions are described and their explanations sought in selected historical events and forces . . . ." Generally, these flashback chapters consist of two major sections: "Present State" and "Historical Origins." The text concludes with Part III, "A Global History Today and Tomorrow." Problems such as racial conflicts, the widening gap between rich and poor, "runaway science," and diplomatic differences are discussed. Promises for the future are also explored; for example, globalism, the promise of science and technology, and the role of the United Nations.

Teaching Procedures

A traditional approach of reading and review is used throughout the book. Following each chapter is a list of words to "Explain, Identify, or Locate," a section entitled "Reviewing the Essentials," and "Going Beyond the Facts" questions designed to expand on textual material. Questions in this third category often call for students to compare and contrast, examine advantages and disadvantages, formulate pro and con arguments, recommend policies, and express opinions. For each chapter the Teacher's Guide lists themes and concepts to develop, suggests ways to use chapter maps, and offers possible answers for chapter review questions. Unit Reviews consist of four parts: a summary, a case study, activities, and selected readings. The case studies generally require students to read a quote, quotes reflecting opposing points of view, or an account of a particular incident or condition and to think about and discuss several open-ended questions. For example, following the unit on China the case study quotes Mao Tse-tung urging educated young people to spend time in the country to be reeducated by the peasants. Questions ask students to think about what educated young people have to learn from peasants and why the peasants would or would not welcome the students. Unit activities call for active participation on the part of individual students, small groups, or the entire class. Activities are varied, for example, calling for students to collect premodern Chinese proverbs, report on the life of women in Africa, trace their own family roots, and draft a policy statement "outlining what they accept as the best course for the United States in the Middle East." Introductory pages in the Teacher's Guide offer suggestions for implementing unit activities. The selected readings section in each unit is a bibliographic essay suggesting further readings for interested students and for preparing class reports. For each unit the Teacher's Guide includes an overview, an annotated bibliography of readings for teachers and advanced students, unit-related film descriptions, and teaching resources.

Evaluative Data

A Global History is the result of a research project on the teaching of world history at Northwestern University sponsored by the Carnegie Corporation of New York. The revisions in this edition are based on results of a market research survey of teachers using the previous edition.

HIGH SCHOOL GEOGRAPHY PROJECT (HSGP)
GEOGRAPHY IN AN URBAN AGE

Directors:	Project closed in August 1970. Former directors are William Pattison, Nicholas Helburn, and Dana Kurfman		
Project Address:	Association of American Geographers 1710 16th Street, N.W. Washington, DC 20009		
Publisher:	Macmillan Publishing Company, Inc. 866 Third Avenue New York, New York 10022		
Publication Date:	1979 (rev. ed.)	Grade Level:	10 (7-12)
Availability:	From publisher	Subject Area:	Geography and Multi-disciplinary Social Studies

Overview

The High School Geography Project materials, published originally in 1969, have been revised, and the new edition is now available. The project was initiated by the Association of American Geographers (AAG) and the National Council for Geographic Education (NCGE) in 1961. The original source of funding was the Fund for the Advancement of Education; however, major funding assistance was received from the National Science Foundation from 1964 through 1970. The first Macmillan edition of the course, Geography in an Urban Age, was comprised of six units. The revised edition includes five of these units: Geography of Cities, Manufacturing and Agriculture, Cultural Geography, Political Geography, and Environment and Resources. Much of the unit on Japan has been incorporated into these. The earlier edition made use of a wide range of instructional media--slides, games, map boards, role plays. The revised materials have decreased the use of much extra media by incorporating them in a modified form in the student reading booklets. The materials have been only slightly revised; teachers who have used them in the past will have little difficulty in making the adjustment to new materials. Although no evaluative data is available on the current revision, past evaluations of HSGP were very positive.

Materials and Cost

Unit 1: Geography of Cities.	
Student Materials:	
Student Resources Book. 119 pp.	$ 2.91
Student Manual Workbook. 15 pp. (package of 10)	$ 6.33
Map Kit (for 10 students)	$ 21.99
Portsville Map (for 10 students)	$ 8.24
Teacher's Guide: 104 pp.	$ 3.90
Unit 2: Manufacturing and Agriculture.	
Student Materials:	
Student Resources Book. 195 pp.	$ 4.35
Student Manual Workbook. 24 pp. (package of 10)	$ 9.48
Teacher Materials:	
Teacher's Guide. 128 pp.	$ 3.00
Transparency Kit.	$ 15.30
Game of Farming Cards.	$ 32.85
Unit 3: Cultural Geography.	
Student Materials:	
Student Resources Book. 69 pp.	$ 2.01
Student Manual Workbook. 13 pp. (package of 10)	$ 6.33

Data Sheet by Bruce Tipple.

Teacher's Guide: 65 pp.	$ 2.55
Unit 4: Political Geography.	
Student Materials:	
Student Resources Book. 60 pp.	$ 1.68
Student Manual Workbooks. 11 pp. (package of 10)	$ 7.74
Teacher Materials:	
Teacher's Guide. 67 pp.	$ 2.55
Classroom Kit.	$84.30

All student and teacher booklets are 10" x 8 1/2" and paperbound.

Required or Suggested Time

Geography in an Urban Age is designed as a one-year geography course; however, each unit may be used independently. Unit 1 requires approximately six weeks of class time; Unit 2 requires about seven weeks; Unit 3 about four weeks; Unit 4 about five weeks; and Unit 5 about five weeks teaching time.

Intended User Characteristics

Although the materials were originally conceived for 9th- or 10th-grade geography classes, parts of the earlier edition were used in all secondary (7-12) grade levels. The revised materials share this wide range of adaptability. Furthermore, teacher training in their use is not necessary for implementation.

The Student Resources Books were analyzed for readability using the Fry Graph for Estimating Readability. This showed an average reading level of 9th grade.

Rationale and General Objectives

The project steering committee and staff was concerned with improving the teaching of geography in two ways. First, an alternative to the descriptive, regional courses which dominated secondary school geography was sought. This alternative would reflect the new directions taken by research geographers in their studies. Second, the course developed by the project would make learning geography more interesting and enjoyable. The end product, Geography in an Urban Age, is a systematic course which illustrates major geographic concepts and helps students to develop geographic and critical thinking skills. A wide range of teaching-learning activities is incorporated in the program.

Content

The course is organized around a settlement theme and examines the human use of the natural habitat and spatial organization. The concepts which form the unifying themes of the course include spatial distributions, areal association, spatial interaction, regionalism, and environmental perception. Students examine such diverse distributions as urban population, manufacturing sites, crop patterns, religion, potential voters, and natural resources. Areal association is illustrated by factors such as coincident crop patterns and cultural and land-use patterns. Trade, diffusion of ideas and innovations, and migration are used as examples of spatial interaction. Regions are incorporated into each unit, with regional hierarchies forming an important subconcept in the urban and political units. Environmental perception is illustrated best in the way different people perceive the same environment. This theme is explored most extensively in Manufacturing and Agriculture, Cultural Geography, and Environment and Resources. The revised edition has not changed the major concepts of the course, but some new illustrative activities have been included, in particular an activity on "Energy and the Environment" in Unit 5.

Teaching Procedures

The Teacher's Guides to the course provide detailed instructions in using the HSGP course. A very wide range of inquiry strategies is incorporated in the materials. Although many of the activities depending on outside media—e.g., slides—have been modified, the revised edition remains a multimedia, activity-oriented program. The teacher's role is frequently that of organizer, facilitator, and discussion leader. A major emphasis is placed on student learning in small group settings.

Evaluative Data

The earlier edition of HSGP materials went through an extensive evaluation process. The results, both cognitive and affective, were very favorable. No such information is currently available on the revised materials.

HISTORY OF OUR AMERICAN REPUBLIC, A

Authors:	Glenn M. Linden, Elizabeth Aston Wassenich, Dean C. Brink, and Wesley J. Jones, Jr.		
Publisher:	Laidlaw Brothers A Division of Doubleday Thatcher and Madison River Forest, Illinois 60305		
Publication Date:	1979	Grade Level:	10-12
Availability:	From publisher	Subject Area:	American History

Overview

A History of Our American Republic, written by experienced teachers, writers, and historians, presents an interdisciplinary and chronological approach to American history, focusing primarily on the last 100 years of history. An idea emphasized throughout the text is that "every generation develops ways to respond to the challenges within their environment." Although the text is designed for a one-year course, chapters can be used out of sequence to form shorter courses on economic, social, or political developments in United States history. A directed-reading approach makes the text particularly appropriate for high school students who need to improve their reading skills.

Materials and Cost

Student Text: A History of Our American Republic. 768 pp., 8 1/4" x 9 1/2", hardbound	$ 13.65
Teacher's Guide. 168 pp., 7 1/8" x 9 1/8", paperbound	$ 1.62
Additional Materials: Student activity book; tests on duplicating masters (not available for this analysis)	

Required or Suggested Time

The textbook is designed to be used sequentially as the basis for a one-year course in American history. For teachers who have less than a full year or who prefer a different approach to the subject of American history, variations of the text's regular sequence of chapters may be used. A shorter course could be organized around the economic, social, or political history of America. For example, a six- to nine-week chronological study of economic development in the United States could be presented using only the six chapters dealing with the American economy.

Intended User Characteristics

The authors state that the textbook is appropriate for the reading level of most high school students. The Dale-Chall formula was used to predict readability. Further, an average-ability reading level is maintained by controlled vocabulary, controlled sentence length, and the defining of terms. Directed-reading techniques, along with many illustrations and graphic material throughout the book, aid the text's readability and level of interest. The teacher needs no special training to use the textbook effectively since the teaching procedures are clearly outlined in the Teacher's Manual. Teachers are urged to review the guide material for each feature before lesson plans are made to determine whether the feature is appropriate for students in a particular class.

Rationale and General Objectives

The purposes of the text are twofold. First, the authors believe it is important for students to recognize that, because of the constant and rapid changes occurring in society, life will be very different for them in the future than it is today. The authors emphasize that students need "to understand the concept of change and to understand how Americans of previous generations have lived, have adapted to change, and have progressed." The second major purpose "is to create a new and flexible American history textbook that could be used successfully by students and teachers in a wide variety

Data Sheet by Sydney Meredith.

of American history classrooms." The authors surveyed teachers across the nation to determine what they wanted in an American history textbook. Teachers indicated that they wanted a textbook "that was chronological in its approach and that was readable, flexible, and teachable." They also wanted the text to cover "major events of our past in a manner and style that could be used by the vast majority of students across the nation." The textbook was developed in response to these major needs expressed by responding teachers.

Content

The textbook is arranged in nine units, each focusing on a particular historical period. The first three units review history beginning with the early societies in the Americas through the period of the Civil War. The remaining six units, which deal with the last 100 years of United States history, use an interdisciplinary approach; each includes chapters on economic, social, and political developments of the historical period presented. The nine units making up the text are: (1) Early Societies in the Americas (20,000 B.C.-A.D. 1763), (2) The Emergence of a New Nation (1763-1840), (3) Sectionalism and Conflict (1831-1865), (4) Reunification and Growth (1865-1880), (5) The Gilded Age (1880-1900), (6) Emergence as a World Power (1900-1920), (7) Prosperity and Depression (1920-1940), (8) Conflict and Adjustment (1940-1960), and (9) Decades of Change (1960-Present). A unit typically begins with a narrative and illustrations and includes several special features. Picture portfolios help students appreciate the contributions of many groups of Americans. Case studies examine an event dealt with in the unit and help students acquire, use, and refine various skills. "Using Social Studies Skills" helps students interpret maps, graphs, cartoons, and posters; develop critical reading skills; and evaluate conclusions. Concluding each unit are suggestions for reviewing major concepts, forming opinions based upon evidence presented in the text, and additional reading. Also, various chapter features supplement the narrative with additional information about the people, places, and times the students are studying. Throughout the text, minorities, including women, Spanish-speaking Americans, Black Americans, European immigrants, Asian Americans, and American Indians, are treated fairly.

The thorough and extensive Teacher's Manual introduces the rationale for the text and discusses the directed-reading approach, skills development program organization, and special features of the text. About 80% of the Manual is devoted to teaching aids that will help the teacher prepare daily lessons. One section contains a multimedia guide with each item keyed to indicate the chapter or chapters with which it can best be used. The final section contains nine unit tests designed to help the teacher evaluate student progress in learning facts and events, concepts, and cause-and-effect relationships.

Teaching Procedures

The teacher is responsible for directing students in their reading assignments, in understanding the text, and in implementing activities. The Teacher's Manual provides detailed lesson plans for each unit, chapter, and section. Included are objectives, major concepts and ideas to emphasize, enrichment ideas to motivate and interest students, sample answers to various questions in the text, and suggestions for using special features. The authors particularly emphasize a directed-reading approach. Specific instructions are provided in the Teaching Manual that foster this approach. Basically it involves a survey or preview in which teachers introduce the topic of the reading assignment to determine prior knowledge and interest. The purpose of the assignment is then discussed, and the teacher directs the students to the questions that appear at the end of each section in the textbook before they read the assignment. These questions can be used effectively as guides to reading. The next step is to read and reflect upon the materials. Students then recite, usually in the form of note-taking or outlining. This is to ensure that the students have understood the content of the material. The last step in the directed-reading process is to review the entire chapter to make sure that major points are understood. Since skill development is also an essential part of this textbook, the Teacher's Manual encourages teachers, at their discretion, to include the special skills development exercises. Regular features of the skill development program call for students to interpret visual materials, such as maps, graphs, and photographs; evaluate conclusions based on primary source material; and analyze case studies.

Evaluative Data

According to the publisher, selected teachers acted as reviewer-consultants, reviewing units and testing them in their classrooms as the materials were developed unit by unit.

INTRODUCTION TO THE SOCIAL SCIENCES

Author:	John Jay Bonstingl		
Publisher:	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210		
Publication Date:	1980	Grade Level:	7-10
Availability:	From publisher	Subject Area:	Multidisciplinary Social Studies

Overview

Introduction to the Social Sciences can be used with students in grades 7-10 as a one year course introducing the various social science disciplines. A combination of units may be used for a semester course; or separate units may be used to introduce particular disciplines or to serve as the basis for a minicourse. The text includes two skills units--one on logic and reasoning, one on study skills--followed by units on the following disciplines: psychology, sociology, anthropology, geography, history, political science, and economics. A unit on the future concludes the text. The module approach combining readings, experiments, and group activities encourages development of student motivation and interest, as well as knowledge and basic social science skills. The Teacher's Guide provides teaching instructions, student handouts, examinations, and a resource list of books, multimedia materials, and relevant organizations.

Materials and Cost

Student Text. By John Jay Bonstingl. Introduction to the Social Sciences. 630 pp., 7 1/2" x 9 1/2", hardbound	$12.21
Teacher's Guide. 173 pp., 8 1/2" x 11", paperbound	$ 7.95

Required or Suggested Time

The textbook is designed to be used in either a semester or year-long introductory course in the social sciences. However, each unit is self-contained and can be used by itself as a brief introduction or a minicourse in a particular discipline. Recommended number of class periods are noted for each module within a unit.

There are approximately 15 modules within each of the ten units, each of which requires one to three days to complete. Thus there is more than enough material for a full year course. Teachers can select from the material available for shorter courses.

Intended User Characteristics

Introduction to the Social Sciences can be used by 7th to 10th grade students within an average range of abilities. The estimated reading level ranges from grades 4-10, with an average of grade 7, based on an analysis using the Fry Graph for Estimating Readability. Unfamiliar terms are defined in the text or in the glossary which concludes each unit. The Teacher's Guide provides detailed teaching instructions as well as background information when necessary; no special teacher training is required.

Rationale and General Objectives

The purpose of the text is to introduce the student to the social sciences, and to enable him or her to learn the basic concepts, background, and necessary skills for understanding the various disciplines. The Teacher's Guide explains that "the materials . . . focus on student/teacher involvement in the mastery of basic concepts and skills in the social sciences," and that they fill a "need for a comprehensive introductory program to the social sciences. . . ." The module approach combining readings, experiments, and group activities is designed to maximize student development in learning basic processes, facilitate a creative teacher-student working environment, and foster group interaction. Concept and skill objectives are given in the Teacher's Guide for each unit and module.

Data Sheet by Carol Krismann.

Content

Introduction to the Social Sciences is presented in ten self-contained units. For each unit, the student text includes readings which provide basic concepts and background information and experiments which involve students in activities and projects to help them better understand the concepts introduced in the readings. The ten units focus on developing effective logic and reasoning skills and developing effective study skills; the social science disciplines of psychology, sociology, anthropology, geography, history, political science, and economics; and personal and world futures. The Guide strongly recommends that the two skills units be used at the beginning of any course in basic social sciences.

At least one experiment is offered to correspond to each reading. In the unit on history, for example, there are four readings: "What is History?"; "You Have a History"; "Evidence"; and "Perception: An Important Key to History." Eight experiments follow: "Getting a Line on Your Past"; "A Family History on Maps"; "Your Family Tree—Getting To Know Your Past"; "How Will They Know Who You Were 200 Years From Now?"; "What's in a Word?"; "Facts and Inferences"; "Oral History"; and "Interpreting History: The Kinzua Controversy." Experiments in other units include attitude tests, memory exercises, organization of thought patterns, body language exercises, role playing, perception exercises, sentence completion, games, case study analysis, crossword puzzles, decision making, graphing, futures exercises, and many more. Following the experiments in each unit is a study guide which asks questions and refers back to the relevant reading and experiment. A glossary of important terms concludes each unit.

Teaching Procedures

Major strategies are reading and completing experiments. The Teacher's Guide is an essential element in the program, containing detailed lesson plans and masters for numerous student handouts. The information presented in the Guide is organized into units which are in turn subdivided into modules. For each unit, there is a teacher's introduction outlining the concepts as well as the processes and skills to be taught in the unit. This introduction also includes a list of student readings, experiments, and handouts to be used with the unit. The module lesson plans include the suggested time allotment, necessary teacher preparation, student objectives, materials needed, suggested procedures, student assignments, and teacher preparation for the following module. Suggested procedures include a heavy emphasis on the experiments and other activities requiring active student participation. Also suggested are mini-lectures, group discussion, class reports, mapwork, debates, and games and simulations. The detailed procedures suggested free the teacher from having to prepare daily lesson plans; however, according to the Guide, there is latitude for teachers to insert their own materials where they see fit. A 15-question multiple choice examination is offered for each unit, primarily testing cognitive learning. Each module, experiment, reading, and handout sheet in both student text and Teacher's Guide is clearly numbered for easy coordination.

Evaluative Data

The text has been taught in various schools, but no evaluative data is available.

LAND AND PEOPLE: A WORLD GEOGRAPHY

Authors:	Gerald A. Danzer, Associate Professor, University of Illinois at Chicago Circle Albert J. Larson, Assistant Professor, University of Illinois at Chicago Circle		
Publisher:	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025		
Publication Date:	1979	Grade Level:	9-12
Availability:	From publisher	Subject Area:	Geography and World Geography

Overview

Land and People is a text designed for high school students taking a year-long physical and cultural geography course. The 30 chapters, organized into nine units, focus on land (physical geography), people (cultural geography), and how people and the land interact. Emphasis is placed on reading and communication skills, critical thinking skills, map skills, and social studies skills. Special unit and chapter features include source material, unusual facts, career information, "sightseeing" features, and perspectives from space and time. The photographs introducing the units are interesting in that they each reflect how people have altered the environment. An annotated teacher's edition, workbook, and duplicating test booklet accompany the text.

Materials and Cost

Student Text: Land and People: A World Geography. By Gerald A. Danzer and Albert J. Larson. 640 pp., 8" x 10 1/4", hardbound	$12.21
Teacher's Annotated Edition. 680 pp., 8" x 10 1/4", hardbound	$13.35
Additional Materials:	
Land and People: A World Geography Workbook. By Laura M. Warcup, Gerald A. Danzer, and Eugene Cramer. 140 pp., paperbound	$ 2.97
Land and People: A World Geography Workbook: Teacher's Edition. 140 pp., paperbound	$ 3.36
Duplicating Masters Tests	$ 26.46

Required or Suggested Time

Used in its entirety, the text provides sufficient material for a year-long geography course. According to the Annotated Teacher's Edition, each of the 30 chapters should provide one week's work. There are no guidelines provided for adapting the text to a semester course; however, certain chapters could be selected from the text for a semester course emphasizing either physical or cultural geography or certain areas of the world.

Intended User Characteristics

Land and People is intended for use with students in grades 9-12. No other user characteristics are indicated by the authors. The Fry readability formula indicated the text materials are written at a 10th-grade reading level. No special teacher training is necessary for successful implementation of the text.

Rationale and General Objectives

The major purposes of Land and People as stated in the Teacher's guide are: "to provide students with an overview of physical and cultural geography, to explain the interrelationships between people's cultures and their environments, and to excite students' interest

Data Sheet by Anthony Codianni and Judith E. Hedstrom.

in the world around them." The authors have tried to keep the interests, needs, and abilities of students in mind, while considering the teacher's time and resources. To accomplish their stated goals, specific characteristics have been built into the program: (1) clear explanations and examples of new vocabulary words to aid student understanding; (2) generous use of visuals (photographs, original artwork, satellite views), source materials, literary selections, and cultural material to motivate student interest; (3) chapters broken into sections easily covered in one class period; (4) emphasis on land and people; (5) traditional teaching methods with inquiry and application features included; (6) a skills program to teach, reinforce, or refine communication skills, critical thinking skills, map skills, and basic social studies skills; and (7) a built-in testing program enabling students to test their own grasp of the material and see where they need more study.

Content

Land and People consists of 30 chapters organized into nine units as follows: (1) Orientation, (2) People and Places, (3) North America, (4) Traveling Around Our Nation, (5) Africa, (6) Asia, (7) Europe, (8) South America, and (9) Australia and Oceania. The first two units introduce students to the study of physical and cultural geography. The remaining units examine a particular area of the world. These units each include a chapter on the land, one on the people, and one or more on the area today. For each unit there are three special features and a unit test. "Traveling," a feature intended to bring a "geographical perspective to sight seeing," focuses on topics such as "Seeing the Equinoxes and Solstices," "The View from Trail Ridge Road," and "Preserving Machu Picchu and Other Treasures." "Perspectives from Time and Space" looks at the earth from a distance or from another time period. The "Careers" feature focuses on a career related to geography, travel, or the earth sciences, such as cartographer, travel agent, and geologist. Each chapter also contains special features. "Take a Break" demonstrates how the land affects people or vice versa, always including an illustration or source material for analysis. "By the Way" presents interesting information and unusual facts. One of these features discusses the gauchos of Argentina, Uruguay, and Paraguay; another presents a West African recipe for Kanya or peanut bars. A chapter quiz is included in each chapter review. Finally, the text includes a solid map skills program consisting of 49 lessons. These include quite a range of map skills; for example, interpreting political maps, determining longitude and latitude, using an atlas in research, and measuring distances.

Teaching Procedures

The Teacher's Annotated Edition includes introductory information, chapter-by-chapter lesson plans, and answers to unit tests. Lesson plans consist of a sentence summary, performance objectives, a list of concepts, various teaching strategies, and suggestions for evaluation. The suggested teaching strategies include a variety of activities for individuals, groups, or the whole class. For example, students talk with the town planning board about the building code, research the domestication of the camel, compare a United States population density map with a highway map, debate whether colonialism helped or hindered economic development in Africa, and present a report on the past and present life of Australia's Aborigines. In addition to these suggestions, there are marginal notes in the Teacher's Edition of the text suggesting further discussion questions, activities, or research ideas. Teaching techniques built into the text itself include recall questions following each section within a chapter, analysis of source material in "Take a Break," map skill activities, review of key terms and main ideas, discussion questions, and skill building activities, such as interpreting graphs, using reference materials, and analyzing cause and effect. Evaluation suggestions for each chapter are varied and quite untraditional in that they do not involve testing situations.

Evaluative Data

The manuscript was sent to the consultants/reviewers listed in the text. Some of the reviewers, as well as several classroom teachers, used selected lessons with their students. Their comments and suggestions were taken into consideration for the published edition. For further information, contact the publisher.

OUR AMERICAN HERITAGE

Authors:	Herbert J. Bass, George A. Billias, and Emma Jones Lapsansky		
Publisher:	Silver Burdett Company 250 James Street Morristown, New Jersey 07960		
Publication Date:	1979	Grade Level:	11-12
Availability:	From publisher	Subject Area:	American History

Overview

Our American Heritage is designed for a year-long senior high school course in United States history. The presentation is generally chronological but certain topics--such as reform movements, immigration and ethnic diversity, and foreign policy--are dealt with in units which trace these subjects through the entire sweep of American history. The authors have two basic aims: to explore the question "What makes Americans American?" and "to tell the full story of America's history in all its rich detail." The text shows consistent adherence to these goals. The reading level seems to be appropriate for average readers and the suggested teaching strategies employ a diversity of activities including discussion, reading assignments, map skill development, interpretation of statistics, and analysis of source material. The Teacher's Edition provides daily lesson plans, suggests supplementary resources, and includes masters for unit tests comprising both objective and essay questions.

Materials and Cost

Student Text: Our American Heritage. 776 pp., 7 1/2" x 9 1/2", hardbound	$12.54
Teacher's Edition. 808 pp., 8 3/4" x 9 1/2", hardbound	$16.53

Required or Suggested Time

Our American Heritage is a basal text for a year-long American history course. It consists of 36 chapters organized into 10 units. Each chapter is divided into two to four teaching lessons. The approximate time to be devoted to a lesson--usually one to three days--is stated at the beginning of each lesson. If each chapter is completed within one week students can complete the entire text in one year.

Intended User Characteristics

The book is designed for senior high school students. The reading level, based upon Fry's Graph for Estimating Readability, ranges from 12th grade to college but nonetheless carries the reader along quite easily. Interspersed throughout the text are a variety of special interest materials and learning aids to complement the basic narrative and hold the interest of students of different ability levels. No special teacher training is required.

Rationale and General Objectives

The introduction to the Teacher's Edition states that "good history does not merely chronicle the past; it informs the present." The authors wondered whether it would be possible to "tell the full story of America in all its rich detail" and simultaneously address the question "What makes Americans American?" They concluded that their concern proved groundless for the conflict between the chronological story of America and the topical approach which seemed necessary to explore American characteristics "turned out to be no conflict at all." The over-all organization is chronological; at the same time, each unit was designed to examine a belief or attribute the authors identified as characteristically American and to explain "how it came to be so." In writing Our American Heritage, the authors intended to deal "with all the familiar--and many not-so-familiar--events, persons, and forces in American history. . . ." The text reflects this. Finally, specific performance objectives are stated in the Teacher's Edition for each lesson.

Content

The text gives fairly equal treatment to all the major events in American history. It is organized chronologically into ten units as

Data Sheet by Dorothy Lungmus.

follows: (1) "Americans and Opportunity: The Colonial Period"; (2) "Americans and Revolution: The Struggle for Independence"; (3) "Americans and Limited Government: The Making of a Nation"; (4) "Americans, A People on the Move: Expansion and Democracy"; (5) "Americans, Freedom and Equality: A Nation Divided"; (6) "Americans, A Diverse People: Immigration"; (7) "Americans and Progress: Farming, Industry and Labor"; (8) "Americans and Reform: Economic, Social, and Political Change"; (9) "Americans and World Power: Foreign Policy"; and (10) "Change and Continuity in America: Modern Times." Although little space is devoted to exploration of the American continents by Europeans in the fifteenth and sixteenth centuries, the unit on the colonial period provides an in-depth picture of the diverse settlers and the many motives that led them to colonize North America. Several of the units are topical and cover present-day events. For example, "Americans: A Diverse People" explores our diverse ethnic heritage stemming from the immigration of the colonial period and continuing through the 1960s. (Incidentally, studies of the American Indians and Black Americans are not included in this unit--these groups are discussed elsewhere.) Unit 8 explains American reform movements, 1830-1937, and in Unit 9 the student is given a survey of American foreign policy from 1790s through World War II. Chapters in the final unit explore the Cold War and Vietnam; domestic affairs 1945-1960; and the 1960s and 1970s, detailing the civil rights movement, Watergate, energy problems, and the emergence of minorities. Accomplishments of American women are emphasized throughout the text, and the authors pay particular attention to the life of the common person. The text includes the Declaration of Independence and the Constitution with marginal explanations. Source material is interspersed throughout to enliven the narrative. Whenever standard U.S. measurements are given, the metric equivalent is also given.

Numerous special features enhance the text. "Sidelights on History" deals with outstanding people and significant events in American history. The feature "America Expresses Itself" focuses on some of the responses of Americans to events and developments of the times in which they lived. "Inventions That Changed the Face of America" looks at the far-reaching effects of certain technological changes. At appropriate places throughout the book are special, sequentially numbered boxes on the Presidents of the United States, presenting a portrait with factual information on the man and his administration. Maps, pictures, and illustrations are abundant. End-of-chapter aids include a list of important facts, review questions, and a chapter test. A unit summary, a time line, and exercises in skill development can be found at the end of each unit. At the end of the book is a list of Presidents and Vice-Presidents, facts about the states, and a physical-political map of the United States.

Teaching Procedures

All the basic material needed to teach a lesson is conveniently located in the Teacher's Edition margins alongside the text pages. Performance objectives, for example, are stated in terms of observable behavior, such as being able to explain motivations for an historical figure's actions, to identify specified areas on an outline map, or to write descriptive paragraphs. Famous people, vocabulary words, and background information are also provided in the margins when appropriate. In each lesson a number of activities are suggested for use with the text; these are designed to increase knowledge and develop skills. Prominent among these activities are: listening for information (from a suggested oral reading by the teacher), research and oral reports, viewing recommended films, discussion centered around "What If?" questions or "Thought Provokers," map making, and creative writing assignments. Additional activities suggested are role playing, picture analysis, mock trials, debates, poster and collage-making, book reports, and analysis of source materials. At the end of each unit is an assignment related to skill development such as creating a time line, reading maps, gathering or analyzing source material, and interpreting graphs, tables, or cartoons.

Evaluative Data

Our American Heritage was field tested prior to publication. For further information, contact the publisher.

OUR ECONOMY: HOW IT WORKS

Author:	Elmer U. Clawson		
Publisher:	Addison-Wesley Innovative Division 2725 Sand Hill Road Menlo Park, California 94025		
Publication Date:	1980	Grade Level:	7-10
Availability:	From publisher	Subject Area:	Economics

Overview

An economics textbook aimed at junior high students, Our Economy: How It Works is designed to demystify economics by interesting students in the economic world in which they live and clarifying their role in that world. To accomplish this goal, the text takes an episode or case study approach, with each study focusing on a particular product or service. Products or services have been chosen for study not only because they illustrate important economics concepts but also because they are products common to students--for example, jeans, paper, bread. Accompanying the student text is a comprehensive Teacher's Guide which is designed to make junior high teachers feel competent and comfortable about teaching economics. Our Economy was developed at the Center for the Development of Economics Education, University of the Pacific, Stockton, California, with support from the Foundation for Teaching Economics and was extensively field tested before publication.

Materials and Cost

Student Text: Our Economy: How It Works. By Elmer U. Clawson. 330 pp., 7 5/8" x 9 1/2", hardbound	$ 8.70
Teacher's Guide. 262 pp., 8 1/2" x 11", paperbound, perforated pages	$ 4.41

Required or Suggested Time

Used in its entirety, Our Economy contains sufficient material for a one-semester course. If used separately, each case study in the text provides material for two or four weeks of class activity. Time requirements for using the cases vary depending on the number of involvement activities a teacher chooses to use.

Intended User Characteristics

The developer of Our Economy: How It Works suggests that it can be used as the core material for a one-semester economics course at grades 7 through 10. However, the reading level which was assessed by the publisher as 8.24 (Dale-Chall) and by this analyst as 8th grade (Fry) would seem to make the book more appropriate at grade 8 and above. The case study format of the book also offers the possibility of using one or more of the episodes as supplementary units in courses such as U.S. history, government, or civics. Although the text is designed for typical class compositions, the large number of student involvement activities and the content focus on products make it attractive for poorly motivated students who are not usually interested in economics. The comprehensive Teacher's Guide has been prepared to simplify economics for teachers with no formal training in the subject. As a result, materials can be used without inservice training.

Rationale and General Objectives

"The day you were born you became a part of an important system--an economic system." In this statement which begins the student text, the author lays the cornerstone of the program's rationale--that students should develop economic literacy because participation in an economic system is an important part of every person's life. However, the developer acknowledges that often students, and teachers, are "turned off" to economics because it is presented in an impersonal, uncompelling manner. Without resorting to a consumer economics approach, the developer has chosen to use a products case study approach to involve students in the study of economics and to diminish the reluctance of teachers without formal eco-

Data Sheet by Sharryl Hawke.

nomics training to teaching the subject. Although typical economics concepts and principles are taught within the case studies, the conceptual learning is not heavy-handed and is continually reinforced with concrete examples and student involvement activities. A matrix of concepts and chapters in which those concepts are presented appears in the Teacher's Guide. In addition to content learning careful attention has been paid to skill development. Within the program most common social studies skills, such as graph reading, critical thinking, interpretation, and decision making, are developed through student involvement activities.

Content

Our Economy is divided into eight chapters. An introductory chapter entitled "Understanding Our Economic System," examines the reasons for studying economics; the nature of economics as the study of goods and services, productive resources, and decision making; and market and command economies. The next five chapters each present a case study of a product or service which is important in our economy and illustrative of important economic principles. These five chapters are as follows: "From Canvas to Cutoffs: The Jeans Story"; "From Wheat to Breads"; "The Story of Paper"; "Energy for Economic Growth: The Story of Petroleum"; and "Money and Banking." The development of each of these case studies is similar. The "Jeans Story" is illustrative. The chapter begins with some information about the popularity and importance of jeans as both an article of clothing and as a symbol of lifestyle. Then the story of Levi Strauss and his invention of jeans is related. Next the production of jeans--from cotton in the fields through manufacturing and marketing--is traced. Within each product story, relevant economic principles are introduced. To pull together and summarize the economic ideas in each case study, a section entitled "What's in the Story" concludes each chapter. Within all chapters are several student activities which allow students to take an active learning role without teacher intervention. Chapter seven is an exploration of the part government plays in our economy. The same format and writing style is used in this chapter as in the preceding case studies. Chapter 8, the final chapter, provides an overview of the U.S. economy today, its goals, and the students' present and future role in that economy. Throughout the chapters, liberal use of "human interest" stories has been made. Some of these stories are about inventors and innovators--famous persons--others are about the common persons, both young people and adults, who contribute to production and the economy.

Teaching Procedures

Through the comprehensive Teacher's Guide the developer intends to make teacher's feel more enthusiastic about and competent in teaching economics. The teacher is provided detailed instructional strategy suggestions. Presented in a three-column format, each lesson's information includes a specification of learning objectives; a series of teaching suggestions including discussion questions, small group work, individual work, and extending activities; a listing of required teaching (student text references) and suggested supplementary material references. Both the student and teacher materials are geared for extensive student involvement. The activities suggested in the text involve students in skill development activities such as graph reading and decision making. These and many other skills are reinforced through additional activities in the Teacher's Guide. Each chapter in the text is accompanied by two multiple-choice tests--Test A may be used as a take-home or study exam and Test B as a final exam. Test Keys are provided.

Evaluative Data

While under development at the Center for the Development of Economics Education, Our Economy was field tested with approximately 1200 7th, 8th, and 9th graders in 20 states across the nation. All students were pre- and post-tested. At each grade level students made statistically significant gains in cognitive economic understanding. Further information on these tests can be obtained from the publisher or from the developer.

OUR LAND AND HERITAGE

Series Authors:	Ernest W. Tiegs and Fay Adams		
Publisher:	Ginn and Company 191 Spring Street Lexington, Massachusetts 02173		
Publication Date:	1979	Grade Level:	1-6
Availability:	From publisher	Subject Area:	Interdisciplinary Social Studies

Overview

The 1979 edition of Our Land and Heritage is a revised version of Ginn and Company's 1966 Tiegs-Adams elementary social studies program. Although this 1979 program is based on the same philosophy as the earlier series, substantial changes have been made. The reading level of the texts has been lowered throughout; new reading materials and new visuals have been added to provide a more balanced presentation of ethnic groups and women. Topic offerings follow the usual expanding environments pattern except at 1st and 4th grades. The 1st-grade book deals with "school" rather than "family," and the 4th-grade book is a social history of early America. The thrust of the series is a presentation of traditional social studies content to help students understand their national heritage and become participating citizens.

Materials and Cost

Student Texts: 8 1/4" x 10 1/2", hardbound; Teacher's Editions: 8 3/4" x 11", spiralbound

Grade 1. Our School. 96 pp.	$ 5.45
Teacher's Edition. 112 pp.	$ 6.70
Grade 2. Our Neighborhood. 160 pp.	$ 6.00
Teacher's Edition. 176 pp.	$ 7.10
Grade 3. Our Communities. 240 pp.	$ 6.50
Teacher's Edition. 256 pp.	$ 8.40
Grade 4. Our People. 360 pp.	$ 7.60
Teacher's Edition. 376 pp.	$ 9.25
Grade 5. Our Country. 448 pp.	$ 8.65
Teacher's Edition. 464 pp.	$10.30
Grade 6. Our World. 456 pp.	$ 8.65
Teacher's Edition. 472 pp.	$10.35
Additional Materials for grades 3-6:	
Workbooks	$ 2.25
Teacher's Editions of Workbooks	$ 2.25
Tests (spirit masters)	$7.85-$15.00

Required or Suggested Time

Each text in this series is intended to provide a full year of classwork. Texts contain five or seven major units of work, with units divided into sections or chapters. The Teacher's Editions are arranged by lessons; while estimated time requirements for lessons are not given, most basic lessons can probably be completed in one class period. However, the related activities could extend the lessons one or more class periods.

Intended User Characteristics

This program is designed to be used in typical elementary classrooms. Substantial lowering of reading level has been done in this revision of the series, and our analysis with the Fry readability formula indicates that the student texts are at or below grade level in reading in every grade but grade 5. The 5th grade is one level above grade in readability. The publisher's readability assessment is that all books are at least one readability level below grade level. Although teachers will want to review the program before beginning use, the series requires no special inservice training.

Rationale and General Objectives

An extensive explanation of rationale is not provided for Our Land and Heritage, but the developers do state three general objectives for the series: (1) "to guide children to better citizenship and to intelligent and dynamic participation in our world's affairs; (2) to help children appreciate, understand, and preserve our American heritage; and (3) to enable children to function effectively as their social and geographical environments become increasingly complex and urbanized." In addition, the overview of each Teacher's Edition includes a

Data Sheet by Sharryl Hawke.

general statement of purpose and some specific objectives for the text at the particular grade level. Grade-by-grade scope and sequence charts indicate that developers have organized the series around the social science disciplines and several specific skills: map and globe, locating information, acquiring information, recording and organizing, communicating, critical thinking, and appreciation and awareness. Both knowledge and skill objectives for each lesson are listed in the Teacher's Editions. Introductory materials stress the series' emphasis on citizenship preparation; however, participation objectives are not specified in individual lessons.

Content

Each of the six textbooks is based on a topic, with topics generally following an expanding environments arrangement. The topic of Grade 1, Our School, is the immediate school and community environment of the student. Although there is some attention to family life in the book, it is not as family-oriented as most first grade books. Cross-cultural studies are begun at this grade level with a unit on Nigeria, and holidays are examined in a separate section. The 2nd grade book, begins with the local neighborhood but most of the book is devoted to an examination of human needs for food, clothing, communication, and transportation. The cultural study is Japan. Seven communities are explored in the 3rd grade text; one community is Mexico City. Each community is described through the eyes of a family living in the community. Our People, the 4th grade text, is a distinct departure from the usual fourth grade topic of regional geography. In the first half of this text the history of early United States is told from the perspective of the people who were involved. It is a social history rather than an event history. The second half of the text examines the development of several United States cities and several cities in other lands. Six biographies of famous U.S. citizens conclude the book. The history of the United States, told in grade 5, Our Country, is a chronological survey of important political and military events in our nation's development. The book ends with a unit on Latin America, Central America, and Canada. In grade six both the Eastern and Western worlds are examined from ancient to modern times. After the first unit on ancient civilizations, each unit centers on a major world region and individual countries within the region are then discussed. A narrative form supported by visuals is used throughout the texts, with little use of other original sources or non-narrative forms. Skill development activities occur at the ends of units and chapters in the student books and in lesson directions in the teacher's editions. The workbooks which accompany grades 3-6 are designed primarily for reinforcement.

Teaching Procedures

Procedures for teaching Our Land and Heritage are contained in the Teacher's Edition which accompanies each pupil text. After 16 pages of introductory material, each Teacher's edition is composed of a series of lesson plans, presented on pages containing a reduced student page and teacher notes in wide margins. The teacher's information in each lesson consists of two parts: a Lesson Overview and a Lesson Plan. The Lesson Overview provides listings of student objectives, vocabulary and concepts, student attitudes, and considerations in career, economic, and environment awareness which are important in the lesson. The Lesson Plan which follows provides teaching suggestions for creating interest, guiding reading and learning, providing background (not always included), and conducting related activities. Also listed are the social studies skills developed in the lesson, new vocabulary words, and sometimes annotations to help the teacher point out interesting information in the text and phonemic respellings of difficult words. Answers to exercises appear where appropriate. Because the student texts contain activity suggestions only at the ends of chapters, the teacher must be the initiator of participatory activities when using this series. Most of the instructional suggestions in the "Guiding Reading and Learning" sections focus on reading and discussing rather than participation activities. However, the "Related Activities" suggestions contain more activity-oriented suggestions and bring more instructional variety to the suggested instructional procedures.

Evaluative Data

The Teacher's Editions report that this revision is based on surveys of curriculum developers and teachers, analysis and tabulation of topics from 150 state and city school course offerings, reviews by a social sensitivity panel; and recommendations of historians in university women's studies programs. Feedback from users of the previous edition was considered.

PEOPLE AND PROGRESS: A GLOBAL HISTORY

Authors:	J. Norman Parmer, Milton Finkelstein, and Robert M. Stephen, Jr.		
Publisher:	Laidlaw Brothers A Division of Doubleday Thatcher and Madison River Forest, Illinois 60305		
Publication Date:	1978	Grade Level:	9-12
Availability:	From publisher	Subject Area:	Global Studies and World History

Overview

People and Progress: A Global History is a high school world history textbook which was developed in response to a nation-wide survey of what teachers said they wanted in a new world history textbook. As a result, the authors developed a highly readable text that is global in perspective, showing the development of early, traditional, and modern societies in all regions of the world. In addition, teachers wanted a textbook that was flexible enough to meet the needs of all social studies classes and which emphasized the development of social studies skills. In response to this, the authors have included a wide variety of visuals--charts, graphs, maps, tables, full-color art portfolios, photographs--and end-of-chapter questions requiring students to analyze, interpret, compare, or contrast the information provided in the visuals. In addition, special skills-development features give students practice in forming and testing hypotheses, relating regional developments to events happening in other parts of the world, and analyzing primary source materials. While the text can be easily used as the basis for a one-year world history course of study, it can also be used in a variety of other ways based on the teacher's discretion. Three different course outlines are included in the Teacher's Manual.

Materials and Cost

Student Text: People and Progress: A Global History. By J. Norman Parmer et al. 816 pp., 8 1/4" x 9 1/2", hardbound	$13.47
Teacher's Guide. 192 pp., 7 1/4" x 9 1/4"	$ 1.74

Required or Suggested Time

The Teacher's Guide describes several different options for using the world history textbook. Teachers may elect for a one-year course which emphasizes Western civilization and a survey of selected world areas. A second option for using the text is in a one-semester course in Western civilization. The final suggested course outline is for a one-year course that emphasizes traditional societies the first semester and modern societies during the second semester. Specific course outlines listing chapters to accompany any of the three options are contained in the Teacher's Guide. For teachers who prefer a different approach or who have a different time schedule, any variation of the text's sequence can be used, including a regional or chronological approach.

Intended User Characteristics

This textbook was written for senior high school students. Using the Dale-Chall formula, the publishers indicate that the material was developed at a strictly controlled 9th-grade reading level. Using the Fry Readability formula, this analyst assessed the textbook at a 12th-grade reading level. However, the text makes use of controlled sentence length, and new terms are defined in context. In addition, to help students in their reading, the text is designed to be used with a directed reading technique explained in the Teacher's Manual.

Rationale and General Objectives

The authors state two major goals of the textbook. By showing students how various societies have faced changing conditions, students may better be able to understand

Data Sheet by June Ramos.

their own world of continuing and sometimes frightening change. In addition, "an examination of how and why societies developed as they did can help to eliminate fear and suspicion . . . and aid in the . . . breaking down of barriers that exist among the world's people." The second goal was to develop a new and flexible world history textbook that could be used successfully by students and teachers in a wide variety of world history classrooms. Using the results of a nationwide survey of world history teachers, the authors attempted to meet the needs of those teachers who wanted a textbook that was readable, flexible, and teachable. In addition, those teachers wanted a world history text that would emphasize social studies skills, such as map, chart, graph, critical reading, and inquiry skills. Finally, hoping to avoid the pitfall of traditional world history textbooks that emphasize Western civilization to the exclusion of the rest of the world, the authors adopted a regional approach to world history.

Content

Ten units comprise People and Progress. The first and last units of the book discuss the rise and development of civilizations and examine some of the problems currently facing the world. The other units each examine a world region: Asia, the Middle East and Africa, Europe, and the Americas. Each region is first examined as to the social, political, and economic development of the earlier more traditional society. Another unit then looks at the more modern society. For example, the unit on traditional societies in Asia looks at the development of Chinese, Japanese, and Indian civilizations. The second unit discusses the same nations, as well as Southeast Asia, in the nineteenth and twentieth century. Special highlights and features of the text include striking visual photographs, time lines which relate major events of the region to events occurring elsewhere in the world, and full-color art portfolios to help students appreciate the cultural and artistic values of that region. A unit feature, entitled "Investigation," is a four- to six-page section which presents new information to help students form and test a hypothesis. Another section entitled "Global Perspective" helps students relate the material they read to events in other parts of the world. Each unit ends with a "Drawing Conclusions" section which asks questions to help students review and consolidate the material. A final section for each unit, "Evaluating Historical Material," provides primary source materials followed by analytical and interpretive questions.

Teaching Procedures

An extensive Teacher's Manual accompanies the text. Because many of the chapter features are optional, teachers should review the units before planning. While the features are designed to expand the students' knowledge and skills, a review of the features will help the instructor determine whether they are appropriate for particular students and/or classes. In addition to a directed-reading approach, students are engaged in a variety of activities and tasks to enhance their social studies understanding and skill development. The Teacher's Manual contains the major instructional objectives, a list of ideas to emphasize, suggested enrichment activities, answers to chapter questions, and an explanation of the skill(s) to be developed. The manual concludes with a list of multimedia materials which may supplement the text, along with unit tests, each consisting of objective questions in the three different areas: facts and events, concepts and understandings, and cause and effect.

Evaluative Data

The text was developed in response to a nation-wide survey of world history teachers. For additional information, contact the publishers.

PEOPLE IN A WORLD OF CHANGE

Authors:	Robert A. Carter, Edith McCall, and Vernon Prinzing		
Publisher:	Benefic Press 10300 West Roosevelt Road Westchester, Illinois 60153		
Publication Date:	1978	Grade Level:	1-6
Availability:	From publisher	Subject Area:	Interdisciplinary Social Studies

Overview

People in a World of Change is a traditional social studies program for grades 1-6. It is designed to help students develop knowledge of the social sciences, social studies skills, and social responsibility. Expanding environments provides the framework for the program, while the content is interdisciplinary, drawn from the various social sciences. One unusual feature of the series is that the chapters are organized into "Data Banks," which present the content, and "Investigations," which are activities for developing inquiry skills. The authors have particularly emphasized skill development throughout the series.

Materials and Cost

Student Texts and Teacher's Editions: Grades 1-3, 8 3/8" x 9 1/2"; Grades 4-6, 7 7/8" x 10 1/4"; all hardbound	
Grade 1. You--Family and School. 120 pp.	$ 5.46
Teacher's Edition. 216 pp.	$ 6.78
Grade 2. You--People and Places. 168 pp.	$ 6.00
Teacher's Edition. 272 pp.	$ 7.32
Grade 3. You--Communities and Change. 240 pp.	$ 6.45
Teacher's Edition. 359 pp.	$ 7.77
Grade 4. You--Earth and Its Regions. 336 pp.	$ 7.44
Teacher's Edition. 464 pp.	$ 8.76
Grade 5. You--United States and Americas. 416 pp.	$ 8.04
Teacher's Edition. 548 pp.	$ 9.36
Grade 6. You--World and Cultures. 432 pp.	$ 8.37
Teacher's Edition. 560 pp.	$ 9.69
Additional Materials: Duplicating Masters Skills Activities. Grades 3-6, 27-42 pp.	$7.05--$11.10
Duplicating Masters Performance Tests. Grades 3-6, 18-30 pp.	$4.65--$7.80

Required or Suggested Time

These materials are designed for a one-year social studies program at each grade level, 1-6. The lessons in the Teacher's Editions are broken down into manageable sections which could be completed in a single class session. The chapter and unit enrichment activities, as well as the duplicating masters skills activities, can be used to supplement the daily lessons.

Intended User Characteristics

People in a World of Change is designed for use with the typical range of students in 1st through 6th grades. For students who may have reading problems, the teacher's edition specifies reading skill development activities for most lessons. Furthermore, the authors emphasize that "Sentence and paragraph length as well as vocabulary are on grade level in the primary books and about one grade below the level of the students using the materials in the intermediate books." New words are listed at the beginning of each chapter and are explained in context. A Fry readability analysis was conducted on the 3rd and 5th grade texts. According to this, the average reading level is slightly higher than grade level. Chapter and unit enrichment activities, as well as some of the daily lesson plans, are geared to students achieving at three different levels: advanced,

Data Sheet by Maria Rydstedt.

average, and basic. Although no special teacher training is necessary, the separate Teacher's Guide in the back of each Teacher's Edition requires advance preparation and considerable organization on the part of teachers.

Rationale and General Objectives

Responsible citizenship is the goal of the Benefic program. In the Teacher's Edition, the authors discuss a three-level curriculum consisting of "knowledge (drawing upon the social sciences), processes (focusing on critical thinking skills), and social responsiblity (investigating current civic and social problems and clarifying values)." At the most basic level are facts, the content or subject matter of the course. At the second level, students practice using generalizations, concepts, theories, and skills to bring organization and meaning to the facts. The third and most abstract stage involves "attitudes, morals, and feelings towards others." It should be pointed out, so as not to be misleading, that, although for each unit there is one valuing activity, these are usually not values clarification exercises. Each activity is designed to build a certain social or personal value, such as good citizenship and understanding of cultural differences, but the choices students are left with often include only one viable alternative; occasionally there are more. Nevertheless, these activities are based on the content of the unit and are written in such a way that students can relate to them.

Content

The content in each book is drawn from the various social science disciplines, with an emphasis on geography, particularly at the upper elementary grades. The 1st-grade book focuses on self, the family, work at home, the importance of rules in a family, people's needs, school, places, and the United States. You--People and Places develops concepts associated with neighborhoods, focusing on people in neighborhoods, meeting needs, weather and climate, work, rules, changes, and neighborhoods in other areas of the world. You--Communities and Change helps students understand the concept of community and examines the historical development of communities. Students also learn about the needs of people in communities, various careers, the interdependence of communities, laws and taxes, how communities change, and communities of the world. The 4th-grade book focuses on geography and how humans are influenced by their environments and vice versa. It covers plains, mountains, wet and dry lands, and coastal regions and concludes with a chapter on change. You--United States and Americas consists of a history of the United States, beginning with a study of Indian cultures. Geographical studies of Canada, Mexico and Central America, and South America are also included. The 6th-level book explores the history and geography of Europe, Africa and the Middle East, Asia, and Oceania and the Pacific world. Each book includes full-page biographies of historical and present-day persons at appropriate times.

Teaching Procedures

The major teaching strategy involves the use of "Data Banks" and "Investigations." The Data Banks require students to read and study pictures in order to understand the basic facts, while the Investigations provide opportunities for extending the basic facts through activities such as discussion, compare and contrast exercises, art work, and independent library work. Many of these also give students practice in map and globe skills, chart and graph skills, time skills, and diagram skills. End-of-chapter activities include a group activity and a generalizing section. The latter usually includes several "how," "why," and "what do you think" questions for discussion. The Teacher's Guide provides additional teaching suggestions. Each unit includes a statement of unit theme, introductory activities, unit objectives, a chart outlining unit content in relation to various social science disciplines, and a bibliography of related films, filmstrips, and books for students. Suggestions for teaching the Data Banks usually include strategies for developing reading skills, content, and inquiry skills. Teachers may choose whether to emphasize one or all of these areas for each lesson, depending on student needs. Most of the reading skills activity suggestions deal with building vocabulary skills. Suggestions for teaching the investigations include strategies for developing inquiry skills. Children interpret, investigate, compare, contrast, observe, identify, infer, hypothesize, generalize, and discuss. Enrichment activities are quite varied allowing for individualization. Some of these provide opportunities for using community resources.

Evaluative Data

The materials have not been formally field tested.

PSYCHOLOGY: ITS PRINCIPLES AND APPLICATIONS

Authors:	T. L. Engle and Louis Snellgrove		
Publisher:	Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, New York 10017		
Publication Date:	1979 (7th edition)	Grade Level:	11-12
Availability:	From publisher	Subject Area:	Psychology

Overview

Psychology: Its Principles and Applications is a basic high school psychology textbook. It contains a broad, general view of psychology, focusing mainly on human behavior and human growth and development. The book is accompanied by a Teacher's Manual and Tests and a book of psychological experiments. The seventh edition contains an increased emphasis on personality theories and personality disturbances. It also contains new chapters on the topics of motivation and emotions.

Materials and Cost

Student Text: Psychology: Its Principles and Applications. By T. L. Engle and Louis Snellgrove. 444 pp., 8" x 10 1/4", hardbound	$ 9.90
Teacher's Guide: Teacher's Manual and Tests. 231 pp., 6" x 9", paperbound	$ 3.45
Additional Student Materials: Psychological Experiments and Experiences. 199 pp., 8 1/4" x 11", paperbound; perforated pages	$ 4.35

Required or Suggested Time

The text and experiments are designed for use in a one-year psychology course for high school students. Selected chapters can be used to teach a one-semester course or a variety of mini-courses or units. Use of selected experiments will add to the time needed to teach the course, although some of these may be assigned out of class.

Intended User Characteristics

Psychology is intended for 11th- and 12th-grade students whose reading ability is at grade level. The materials test at 11th-grade reading level on the Fry Graph for Estimating Readability. Some of the experiments may be difficult for students whose mathematical and reasoning ability is not average or above. The illustrations in the text represent men and women in a variety of roles and reflect the ethnic diversity of American society. Teachers using these materials will not find a variety of teaching strategies for presenting the content in each chapter. There are activity suggestions at the end of each chapter and questions for discussion; however, these are aimed at extending and applying content once students have a grasp of it. A background in psychology would be helpful but is not necessary, as some additional teacher background on each chapter topic is provided in the Manual.

Rationale and General Objectives

No rationale is presented by the authors. They indicate that the book "presents an orderly discussion of psychological concepts and their applications." It is also noted that most high school teachers focus on "topics such as personality, motivation, emotions, growth and development, mental health and mental illness, and social behavior." These topics are stressed in the text. Objectives are given for each chapter; however, the authors note: "The objectives are not intended to cover everything that students should know or be able to do. They are offered merely as guidelines." The majority of the suggested objectives are cognitive in nature. For example: "State the major difference between an aptitude and an achievement test" and "Define the term 'learning' and distinguish it from a 'reflex.'"

Content

There are seven units in Psychology. The first is a general introduction to psychology and psychological methods. Units II and III introduce the student to human growth and

Data Sheet by Frances Haley.

development and to understanding human behavior, including personality and intellectual ability. Unit IV includes chapters on learning and a chapter on thinking. Units V and VI deal with various aspects of behavior—awareness, emotions, motivation, frustration and conflict, and personality disturbances and their treatment. Social behavior is the topic of the final unit which contains chapters on behavior in small groups, social influence, and social interaction. The activities in Psychological Experiments and Experiences correspond to the topics in each chapter of the text.

Teaching Procedures

The strategy mentioned for presenting the content to students is reading and lecture or discussion. For each chapter, the Manual contains a chapter outline, a list of objectives, supplementary content information on topics in the chapter, additional activities, reading sources keyed to pages in the text, and test questions. Test questions include matching, completion, and multiple choice. More items than are needed for one test are given so the teacher can use some items for final examinations or for separate student sections. The Manual also contains annotated lists of audio-visual aids and of psychological apparatus companies. Teaching procedures at the end of each chapter in the student text include a list of important terms, suggestions for activities, questions to think about, and suggestions for further student reading. A special feature at the end of each chapter treats one of the chapter topics in more depth. A glossary of terms is in the Appendix. A sample activity from the chapter "Principles of Learning" is as follows: "Choose at least five different behaviors that you have, such as studying or playing some sport. Determine the reinforcement for each of these behaviors. Choose behaviors that you've had for a year or more and that occur rather frequently. Do any of these behaviors have more than one reinforcement? Are any of them maintained by the same reinforcement?" Some of these activities are designed for out-of-class assignments. The activities in the accompanying book of experiments use mostly simple, everyday materials and do not require a psychology laboratory. There are individual and small group experiments and full class activities where students work with individuals only or with small and large groups.

Evaluative Data

The publisher sent questionnaires to 1500 teachers to inquire what they taught in their psychology courses and what they would like to teach if materials were available. Based on the responses, the sixth edition was revised. The revisions include a reorganization of the material in a more logical sequence and the addition of new chapters on understanding personality, emotions, motivation, and treatment of personality disturbances. The seventh edition has not been field tested. Further information is available from the publisher.

OUR WIDENING WORLD
RAND McNALLY SOCIAL STUDIES PROGRAM

Editors:	Mercedes B. Bailey, Cecilia Eytalis, Peter Ferry, Golie L. Mack, Cynthia R. Maltbie, Barbara B. Polston, and Barbara Radner Reque		
Publisher:	Rand McNally & Company Box 7600 Chicago, Illinois 60680		
Publication Date:	1980	Grade Level:	1-7
Availability:	From publisher	Subject Area:	Interdisciplinary Social Studies

Overview

Our Widening World, the first edition of the Rand McNally elementary social studies program, generally follows an expanding environments content arrangement, although the concept of community is studied at grade 2--rather than grade 3--while grade 3 focuses on United States geography. Also, alternative texts, which may be taught at either the 6th- or 7th-grade level, are offered. The strong geographic emphasis of the program can be observed in both the content focus and in the effective integration of geographic skill development throughout the lessons in each text. Knowledge and skill objectives are stressed in the program, but lessons also lend themselves to affective development.

Materials and Cost

Student Texts. 7 3/4" x 9 3/8", hardbound
Teacher's Editions. 11" x 9", spiralbound

Grade 1. You and Me. 128 pp.	$ 4.62
Teacher's Edition. 159 pp.	$ 5.22
Grade 2. Here We Are. 160 pp.	$ 5.40
Teacher's Edition. 191 pp.	$ 6.21
Grade 3. Our Land. 256 pp.	$ 6.42
Teacher's Edition. 287 pp.	$ 7.35
Grade 4. Where on Earth. 320 pp.	$ 7.20
Teacher's Edition. 351 pp.	$ 8.76
Grade 5. Across America. 415 pp.	$ 8.10
Teacher's Edition. 446 pp.	$ 10.86
Grade 6/7. The World Now and Then. 508 pp.	$ 9.00
Teacher's Edition. 539 pp.	$ 12.96
Grade 6/7: World Views. 512 pp.	$ 9.00
Teacher's Edition. 543 pp.	$ 12.96
Additional Materials: Duplicating masters, grades 1-7	$15.84-$21.12

Required or Suggested Time

Each textbook is designed as a one-year course in social studies. Texts are divided into units, chapters, and lessons. Each lesson provides work for one to four class periods, with the number of days required indicated at the beginning of the lesson. The reinforcing and extending activities suggested for lessons require additional time.

Intended Users

The textbooks and supplementary materials in this series are intended for students in grades 1 through 6 or 7. Two alternative texts, The World--Now and Then and World Views, have been prepared so that either can be used at grade 6 or grade 7. Both build on the concepts and skills in the 5th-grade text. All texts have been developed with general classroom use in mind; basic lessons are aimed at "average" students but suggestions for "building basics" provide remedial work for less achieving students and "advanced work" suggestions are directed toward gifted students. The reading level of the 3rd, 4th, 5th, and 6th/7th (World Views) grade texts as assessed with the Fry readability formula is slightly higher than grade level. Equitable presentation of ethnic/racial groups and males and females makes the texts suitable for any class composition. Because the program is relatively simple in its conceptual design and

Data Sheet by Sharryl Hawke.

teaching procedures, special teacher inservice would not be mandatory.

Rationale and General Objectives

The philosophy underlying Our Widening World is that "social studies focuses on people and the various ways they interact with one another and with the world around them." The program is thus designed to help children explore those relationships, and as they do, to "acquire the knowledge and skills critical to responsible citizenship in a free society." Developers state that students are also helped to develop certain attitudes, particularly respect for others, appreciation of others, and pride in country. To explore human ways of life, the program draws on concepts from geography, history, anthropology, economics, and political science, although not from psychology or sociology. According to the Teacher's Edition, "each level of the program builds on knowledge and skills developed at earlier levels. Yet each level is complete in itself." Scope and sequence charts are presented in the Teacher's Edition for both skills and concept development.

Content

As the program name, Our Widening World, suggests, the content of the series generally follows the traditional expanding environments approach. You and Me helps the first grader examine likenesses and differences among people and introduces him/her to beginning globe and map concepts. In grade 2 the community is the central subject, while in many other series "community" is studied in 3rd grade. Considerable attention is given to map and globe skill development in grade 2. By studying Plymouth as a community, students are introduced to historical perspective, earlier than in other elementary social studies programs. The 3rd-grade text is a geographic introduction to the United States. Areas diverse in terrain and climate are explored, with much attention given to environmental concerns. The geographic emphasis is continued in grade 4, but the setting is expanded to include the rest of the world. The focus in this exploration is on geographic areas rather than national boundaries. The 5th-grade book takes a significant events approach to examining the history of the United States but continues to emphasize geography by beginning each unit with an examination of a specific geographic area or place. The two alternative texts at grades 6/7 both focus on the world. The World Then and Now is organized around four concepts--food, cities, government, and technology--and examines the history of various world areas in relation to these concepts. World Views concentrates on current world geography and world cultures, looking in some depth at the continents of Australia, Asia, Europe, Africa, South America, and North America. In all seven texts skill development, especially geography skills, is integrated into the narrative text. Beginning in grade 3 and continuing throughout the rest of the series, primary source materials and stories are used along with the descriptive narration. Visuals are attractive and well used in concept development.

Teaching Procedures

Instructional Procedures are clearly outlined in the Teacher's Editions--spiralbound books with reproduced student pages bordered by wide margins. Teaching suggestions are printed in these margins throughout the series. Each lesson begins with a listing of the behavioral objectives and key vocabulary words. Lesson strategies are presented under the sub-headings "Opening the Lesson," "Developing the Lesson," and "Reinforcing the Lesson." In addition, most lessons include suggestions for remedial work ("Building Basics") and suggestions for gifted students ("Advanced Work"). Some lessons include strategies for evaluating the lesson. When necessary, the teacher's attention is drawn to materials needed in the next lesson with sections entitled "Materials for Next Lesson." Although teaching strategies tend to emphasize read-and-discuss approaches, there are suggestions for other kinds of involvement, including small group experiences and inquiry type activities. The program includes duplicating masters with additional activities for reinforcement and outline maps as well as chapter and unit tests.

Evaluative Data

Evaluation of Our Widening World was done primarily through teacher review of prepublication manuscripts. When reviewers questioned the effectiveness of certain materials, actual trial teaching was conducted. For additional information on the program evaluation, contact Rand McNally, Social Studies Marketing Department.

SILVER BURDETT SOCIAL STUDIES

Authors:	Edna A. Anderson, Norma Jean Anderson, V. Phillips Weaver, Walter N. Gantt, Robert A. Harper, Vincent R. Rogers, Herbert J. Bass, Kenneth S. Cooper, George H. T. Kimble, Richard C. Brown, Wilhelmena S. Robinson, and John T. Cunningham
Publisher:	Silver Burdett Company 250 James Street Morristown, New Jersey 07960
Publication Date:	1979
Grade Level:	K-6
Availability:	From publisher
Subject Area:	Interdisciplinary Social Studies

Overview

The Silver Burdett Social Studies (SBSS) series is a comprehensive K-6 social studies program based on the earlier 1976 edition. The new 1979 SBSS series contains an increased emphasis on the learning of topically related factual knowledge and map skills. The program is intended for "average" students, but special provisions have been made for slow learners with specific alternative activities suggested for each unit.

Materials and Cost

Student and Teacher Materials: Kindergarten materials, student texts, grades 1-6, 8 1/8" x 10 1/4", hardbound; Teacher's Editions, grades 1-6, 9 1/2" x 10 1/4", hardbound

Level Readiness. The Earth, Home of People-Big Book (1972), 16 pp., laminated	$64.14
Teacher's Guide	$ 2.76
Parent's Notes (set of 30 pads)	$55.44
Grade 1. Living in Families. 160 pp.	$ 5.70
Teacher's Edition, 176 pp.	$10.14
Grade 2. Living In Communities. 208 pp.	$ 6.24
Teacher's Edition, 224 pp.	$ 10.95
Grade 3. People and Resources. 250 pp.	$ 7.32
Teacher's Edition, 274 pp.	$ 11.76
Grade 3-4 (Alternate) People in Regions, 288 pp.	$ 7.32
Teacher's Edition, 312 pp.	$ 11.76
Grade 4. People and Places. 342 pp.	$ 8.19
Teacher's Edition, 366 pp.	$ 12.33
Grade 5. People in the Americas. 502 pp.	$ 8.97
Teacher's Edition, 526 pp.	$ 13.02
Grade 6. People in the Eastern Hemisphere. 502 pp.	$ 9.30
Teacher's Edition, 526 pp.	$ 13.29
Additional Materials:	
Spirit Master Activity Sheets. Grades 1-6	$8.85--$9.96
Single Concept Module: Taking Part in Government. Grade 2 (1976), 8 1/2" x 11", 76 pp.	$ 2.34
Teacher's Edition, 76 pp.	$ 5.61
Social Studies Skills Book. Grades 3-6	$2.34--$2.67
Teacher's Edition.	$5.61-$5.94
Performance Tests. Grades 3-6. Single set (cost per student)	$ 1.35
Teacher's Edition. Grades 3-6	$ 2.91
Spirit Master Test Answer Sheet Blanks Package. Grades 3-6	$ 3.66

Required or Suggested Time

The SBSS series is intended to provide a full year of social studies instruction for each of the seven elementary grades, K-6. Teachers are advised that activities may be selected to fit the needs and interests of their students and are given the approximate number of days to be devoted to each lesson.

Intended User Characteristics

While these materials are intended for average ability students, special provisions are

Data Sheet by John Hoge.

made for slower learners. Silver Burdett has assessed the reading level of each textbook on a chapter-by-chapter basis using either the Spache or Dale-Chall formulas. These assessments show each book to be one to two grade levels below their placement. A Fry reading assessment conducted by this analyst showed the 3rd-grade book, People and Resources, to be on grade level, and the 5th-grade book, People in the Americas, to be on the 6th-grade level. No special administrative support or teacher training is needed for the program. There is an absence of sexual and racial stereotyping, and the materials should be suitable for use in a variety of settings.

Rationale and General Objectives

The SBSS series seeks to foster an awareness among its users of the need for people to live in harmony with one another and nature. In order to accomplish this goal, the SBSS curriculum uses ". . . thoughtfully constructed materials to: (a) instill a lasting interest in our human society; (b) foster the growth of consistent, reasoned values that develop a respect for the dignity and worth of all people; (c) encourage attitudes that will lead to effective and responsible citizenship; and (d) to introduce fundamental ideas from the various disciplines of the social studies." Introductory material in the Teacher's Editions lists, in addition, ten general guidelines which have been built into the program. Among these are: "facts are of crucial importance"; "the curriculum should include a total and systematic skills program"; "case studies are an important means of presenting content"; and "allowances should be made for a variety of teaching techniques."

Content

The SBSS series is based on an interdisciplinary social science approach. The texts consider selected topics arranged according to the traditional expanding environments approach. Grade 1 focuses on the family, the functions it services, and the roles of different family members. Grade 2 considers the community, how it meets the needs of its members, and how its structure and function have varied over time and place. At grade 3, students begin the study of the relationship between people and natural resources, how resources are used and replenished, and some of the problems associated with natural resource depletion and pollution. An alternate book, available for grades 3-4, addresses the study of geographic concepts—such as climate, longitude, and latitude—and regions—such as rain forests, deserts, and mountains. Grade 4 focuses on the relationship between the place where people live and their life style. American history is the focus of level 5. Using at topical approach, this text examines land and people, the growth of democracy, industrialization, and urbanization. The history and people of the eastern hemisphere is the topic of level 6. The units focus on tools of the social studies and the concepts of time and place, technology, political power, contacts and conflicts, and living and learning.

Teaching Procedures

The SBSS series uses a variety of motivational and instructional activities to accomplish specific learning goals. Textbook reading, discussions, map work, individual and small group research projects, chalkboard work, art activities, skill book and spirit master activity sheets, as well as performance tests for grades 3-6 are all incorporated into the lesson plans. Each Teacher's Edition features a comprehensive introduction, charts on the basic idea and unifying theme for each unit, case studies used, and map skills developed. Books for teachers and students and other supplementary media are identified as well. This is followed by full-size student pages with lesson plans and notes in the margins. Lesson plans include the following: suggested time for completion; performance objectives; understandings—important related facts; word bank—a list of new vocabulary words; map skills developed; motivational techniques; developmental activities focusing on one of the following skills—reading for information, map skills, observation, recall, classification, analysis, hypothesis, synthesis, application, and evaluation; extension/enrichment suggestions; check-up questions for a quick oral or written review; background information, and slow-learner techniques beginning at the 3rd-grade level.

Evaluative Data

Silver Burdett field tested the 1976 version of SBSS in 22 classrooms located in nine randomly selected states. Data was collected from both students and teachers. The results of this field test, summarized in the Field Trial Report (Nov., 1977), were used to make the revisions for the 1979 version of SBSS. The report may be obtained from the coordinator of Field Trial Activities at Silver Burdett.

UNDERSTANDING THE SOCIAL SCIENCES

Senior Authors:	Frederick M. King, Herbert C. Rudman, and LoDoris R. Leavell		
Publisher:	Laidlaw Brothers Thatcher and Madison River Forest, Illinois 60305		
Publication Date:	1977-79	Grade Level:	1-6
Availability:	From publisher	Subject Area:	Interdisciplinary Social Studies

Overview

Understanding the Social Sciences is Laidlaw Brothers' newest elementary social studies program. Although the major author, Frederick King, was also the major author on Laidlaw's earlier Concepts in Social Science series, this program is considered a new series, not a revision. The major topics in most grade levels are the same as in the earlier Concepts program, but the text and graphics are all new. The Understanding program is distinguished by its focus on providing students a "wealth of significant and relevant facts to analyze, interpret, and apply," by its particular attention to the development of patriotic understanding, and by its global emphasis at all grade levels.

Materials and Cost

Understanding the Social Sciences includes student texts and teacher's editions for 6 grade levels; all student texts, 8 1/2" x 9 1/2", hardbound; teacher's editions, 11" x 8 1/2", spiralbound

Grade 1. Understanding People. 144 pp.	$ 5.01
Teacher's Edition, 168 pp.	$ 5.10
Grade 2. Understanding Families. 192 pp.	$ 5.76
Teacher's Edition. 224 pp.	$ 6.21
Grade 3. Understanding Communities. 240 pp.	$ 6.12
Teacher's Edition. 272 pp.	$ 7.17
Grade 4. Understanding Regions of the Earth. 336 pp.	$ 7.83
Teacher's Edition. 384 pp.	$ 9.72
Grade 5. Understanding Our Country. 480 pp.	$10.29
Teacher's Edition. 544 pp.	$13.17
Grade 6. Understanding the World. 504 pp.	$10.98
Teacher's Edition. 568 pp.	$13.98

Additional Materials:
Chapter tests, grades 3-6

Required or Suggested Time

The textbook for each grade level in this series is intended to provide a full year's work. Each text is divided into units and the units into lessons, with the number of units and lessons varying from grade to grade. At each grade level, a basic lesson seems to be intended for one class period of work. The extension and reinforcement activities suggested at the back of the Teacher's Editions can expand lessons one or more class periods.

Intended User Characteristics

The intended users of the Understanding series are typical elementary students in grades 1-6. In both text and visuals, the series fairly represents ethnic populations and equitably portrays men and women, making the series appropriate for any class composition. The reading level of the texts has been assessed by the publisher to be at or below grade level for each grade, using the Spache and the Dale-Chall reading formulas. Our assessment with the Fry readability formula found the texts for grades 3, 5, and 6 to be above grade level in readability and the other texts to be at or below grade level. New words, however, are usually in bold print and are defined in context. Phonetic respellings are provided in some cases, as well. Teachers of 3rd, 5th, and 6th grade students reading at or below grade level should be prepared to include additional vocabulary and reading work with students if necessary when using this series. No special teacher inservice should be necessary.

Data Sheet by Sharryl Hawke.

Rationale and General Objectives

In the introduction to Understanding the Social Sciences the developers state that their program is a personal approach to social studies learning—one which starts with the pupils themselves and expands their knowledge horizons to the entire world. The five general objectives specified are to: (1) prepare students for continual change and challenge, (2) develop an appreciation of diverse culture, (3) achieve understanding of interdependence, (4) appreciate the natural environment, and (5) help students develop positive self-concepts and attitudes toward others. These purposes are accomplished through lessons which include experiences in knowledge/learning and skills development. Skills as defined by the developers are map, globe, chart, and graph skills plus four social studies skills—locating, organizing, analyzing, and decision making. Knowledge and skill objectives for each lesson are stated in the Teacher's Editions. Valuing is also given attention in some lessons through special optional activities listed in the Teacher's Editions.

Content

The content in the Understanding series follows a modified expanding horizons arrangement. In the grade 1 text, Understanding People, the focus subject is "people" and students first consider themselves and the people most immediate to them. By the end of the book they are examining people in other countries and cultures. This same approach is used in the grade 2 text, Understanding Families, which focuses on different kinds of families and grade 3, Understanding Communities, which deals with various kinds of communities. After a full unit of map and globe work, grade 4, Understanding Regions of the Earth, examines regions of the earth, comparing geographic, climatic, and cultural characteristics. Grade 5, Understanding Our Country, is a chronological survey of United States history, and Grade 6, Understanding the World is a chronological regional survey of world history highlights. Content throughout the series is presented mostly in narrative text interspersed with questions. Although little use is made of original sources or nonnarrative forms such as poetry or stories, the narrative is well supported with photographs and other graphics. Students are encouraged toward more independent, active learning through special sections in the student texts entitled "Having Fun" and "Having Fun Together" which provide suggestions for individual and group activities. The series' patriotism objectives are achieved through special units at grade levels 1-4 and through a series of biographical sketches of important citizens in grades 4-6.

Teaching Procedures

Instructional procedures for the series are contained in the Teacher's Editions of the pupil texts at each grade level. The format of the spiralbound Teacher's Editions is a student page bordered with wide-margin inserts containing instructional suggestions. In addition, each manual contains additional information and teaching suggestions in bound-in sections at the back. The format of the teacher's directions varies somewhat at different grade levels, but generally a teacher is provided with a statement indicating the knowledge and skill objectives in the lesson, background information when needed, suggestions for preparing the pupils for the lesson, suggested questioning or teaching strategies, lesson "wrap-up" suggestions, and "looking ahead" information for advance preparation of upcoming lessons. In some lessons, strategies for involving students in valuing activities are suggested. Extension and enrichment activities for the lesson are contained in the bound-in materials at the back of the teacher's manual and are referenced in the lesson directions. Unit materials include additional suggestions for beginning and concluding major units of work. The majority of teaching strategies in the lesson guides involve students in reading and discussing. Activity learning occurs periodically in the "Having Fun" sections of the student texts and in the "Extension and Enrichment" activities at the back of the Teacher's Editions. Although these strategies do not address specialized needs of individual students, they add considerably to instructional variety suggested in the series.

Evaluative Data

The texts were pilot tested in the classrooms of consultant reviewers listed in the front of each book.

UNITED STATES GOVERNMENT: THE PEOPLE DECIDE

Authors:	Dennis B. Hale, Marc K. Landy, Peter H. Dublin, Robert M. Harrington, Betty L. S. Bardige, and Jacqueline H. Walsh		
Developers:	Intentional Educations, Inc. Cambridge, Massachusetts		
Publisher:	Science Research Associates, Inc. 155 North Wacker Drive Chicago, Illinois 60606		
Publication Date:	1979	Grade Level:	12
Availability:	From publisher	Subject Area:	American Government

Overview

United States Government: The People Decide is a unique approach to textbook development. It is not designed for teachers who prefer a straight narrative text or a lecture-dominated classroom. The authors clearly state that the text is a "fusion" of curriculum development ideas based on research-based assumptions about curriculum and student learning. The result is a textbook which combines material traditionally taught in government courses with readings and activities designed to help students apply the facts and generalizations presented in the narrative. The activities are not "appendages" to the text; instead, they are integral to the progam. Teachers who frequently use small-group discussions, classroom activities, and role playing will find the text especially interesting. In addition to political science and government content typically found in this type of text, the book includes "visual essays" and 14 supplemental readings ranging from de Tocqueville to Pericles to Vachel Lindsay. An introduction to the text was written by Norman Cousins.

Materials and Cost

Student Text: United States Government: The People Decide. By Dennis B. Hale et al. 622 pp., 7 3/4" x 9 1/2", hardbound	$11.95
Teacher's Guide. By Burt Saxon and Lula White. 85 pp., 7" x 9", paperbound	$ 2.15
Activity Book. By Peter Dublin, Robert Harrington, and Jacqueline Walsh. 121 pp., 7 3/4" x 9 1/4", paperbound	$ 2.65

Required or Suggested Time

The text is divided into four major units, each containing four chapters. Each chapter includes three or four lessons which the Teacher's Guide maintains may take anywhere from a "day to a week" to complete. The time will vary for a single chapter depending on whether the teacher uses all components of each lesson. While the authors maintain that the entire text could be covered in a 16-week semester course, they admit that it would require a "brisk pace" and would probably entail selecting some lessons and chapters, parts of others, and eliminating others altogether. If teachers, attempting to "fit" the book into a one-semester course, eliminated the activities and retained the narrative they would be losing a significant part of the book's design and purpose. It is this reviewer's opinion that the text would be best suited for a full-year course on American government and society.

Intended User Characteristics

United States Government: The People Decide is designed for average 12th-grade students. The reading level according to the Fry Graph for Estimating Readability is 10th- to 11th-grade. Some sections, especially the case study readings and the supplemental

Data Sheet by C. Frederick Risinger.

reading essays, may be somewhat difficult for 12th graders with reading problems. However, the readings are frequently "high-interest" ones (at least, in this reviewer's view), and this often overcomes reading difficulty. Perhaps the most important decision to make concerning the intended user is the teacher. A teacher whose typical teaching strategy includes assigning several pages of reading and then using a combined "lecture-classroom discussion approach" would probably be uncomfortable with the activities. They are "built into" the text in such a way that they would be difficult to ignore or avoid. On the other hand, teachers who enjoy activities and group work within the classroom will find this text exciting and thought provoking.

Rationale and General Objectives

The Teacher's Guide maintains that the text is based on three central assumptions about student learning and appropriate materials: (1) although subject matter may be inherently interesting to the teacher, it frequently is perceived by students as remote, abstract, and boring; (2) research on learning indicates that there is no one best way to either teach or learn--instead, a variety of teaching styles seems to be most effective; and (3) that learning is most effective when students have an opportunity to apply content through some sort of activity-based program. The authors, using these assumptions, have developed a basal text that includes application activities integrated within the narrative rather than merely appended at the end of a chapter or in a separate activity book. (The supplemental activity book is available so that students do not have to copy the activity charts or forms from the text.) The Teacher's Guide presents a "dual content" outline indicating how each unit combines political science information and personal information. Personal information includes questions--such as "How do I make choices?" and "What does it mean to be a member of society?"--that are designed to make the political science content immediately relevant to the individual student.

Specific objectives are not listed in either the student or teaching materials, but the Teacher's Guide does contain a teaching plan for each chapter and lesson. A section titled "issues" points to primary lesson goals.

Content

The sixteen chapters of United States Government: The People Decide include content typically found in American government texts. The first unit consists of four chapters that discuss the universality of government as a human institution. One chapter describes various types of government and leads to the chapter on constitutionally-based governments. Unit 2 describes the federal system with one chapter each devoted to state and local governments. A separate chapter discusses the issues of urban politics and government. Unit 3 focuses on the national governmental structure and Unit 4 discusses the role of citizens in a participatory society. Political involvement on various levels is encouraged and avenues for participation are explored. The short case study readings in each chapter and the supplemental readings in the back of the book relate the content to specific instances, making the book more interesting and relevant to the students. Little time is spent on the interaction of the economic system with government or on global issues that are playing an increasingly important role in the life of American citizens.

Teaching Procedures

This textbook is quite flexible and assumes that the teacher will use a variety of teaching techniques, many of which involve small group discussion, debates, and activities that require the students to apply the learned content to their local community, school, and personal life. The lessons can often be adapted to meet particular student needs or to accommodate different teaching styles. The text itself presents a multitude of built-in activities to get students involved, several visual essays are included to help students form hypotheses, evaluate visual data, and compare and contrast information. The Instructor's Manual presents detailed introductory information, chapter summaries, and the following information for each lesson: summary of content, time required, lesson concepts, a description of the issues presented, and suggestions for teaching the various activities presented in the textbook and for further work. Objective tests for each chapter are provided in an accompanying Test Bank ($1.00).

Evaluative Data

No evaluative data is described in any of the materials available from the publisher, although the Instructor's Manual maintains that the concept and approach are based on research and field testing conducted on curriculum development. Teachers who served as "testers," along with reading consultants, are listed in the front of the text.

WORLD GEOGRAPHY

Developer:	Educational Challenges, Inc.		
Consultants:	Joseph Cirrincione and Barbara Ainsworth		
Publisher:	American Book Company 135 West 50th Street New York, New York 10020		
Publication Date:	1979	Grade Level:	7-10
Availability:	From publisher	Subject Area:	Geography and World Geography

Overview

World Geography is a traditional geography text developed for secondary students. The major part of the text focuses on the geography of eight regions of the world. The emphases are on physical geography and on how people interact with their environment. Units are organized around three geographical perspectives: the view from space, from the air, and from the ground. One unusual feature of the text is the use of Landstat images in the first unit to actually provide a view from space. The activities in the Teacher's Edition and workbook encourage student understanding of geographical facts and concepts and the development of map skills, social studies skills, and study skills.

Materials and Cost

Student Text: World Geography. By Educational Challenges, Inc. 490 pp., 8 3/8" x 10 1/4", hardbound	$ 11.88
Teacher's Edition. 576 pp., 8 3/8" x 10 1/4", hardbound	$ 12.99
Additional Materials:	
Workbook. 104 pp., 8 1/4" x 10 7/8", paperbound	$ 3.57
Workbook. Teacher's Annotated Edition.	$ 4.50
Chapter and Unit Tests. Spirit masters	$ 20.16

Required or Suggested Time

The Teacher's Edition does not indicate whether the text is intended for a full-year course or for a semester course. There are 17 chapters, each of which, it appears, would require one and one-half to two weeks to teach. At this pace the book could be used for a full-year course. Advanced students could perhaps cover one chapter per week, completing the text in a semester. Suggested lesson activities vary in length. Some can be completed within a single class period, while others require out-of-class work or extend over several periods.

Intended User Characteristics

The Teacher's Edition states that the book can be read by "most if not all secondary students," being written at a 6th-7th grade reading level. A reading analysis using the Fry Graph for Estimating Readability bears this out. Also, pronunciation keys follow new or difficult words and definitions are given in context. No special teacher training is necessary.

Rationale and General Objectives

Although the Teacher's Edition does not present a rationale for the text, the introduction to the student text states that students "will learn to use some of the geographer's tools and . . . will observe the world from at least three points of view . . . from space, from the air, and from the ground." In their catalog, the publishers state that the book is designed "to give students a country-by-country familiarity with our world." Goals for each chapter are stated in the Teacher's Edition. These include both content and affective goals. For example, for Chapter 3, "Resources of the Earth," one content goal is for students to "identify population pressure as a cause of resource scarcity"; an affective goal is to "value the importance of resource conservation."

Data Sheet by Judith E. Hedstrom.

Content

Each of the three units in World Geography examines the earth from a different perspective. "Unit One, The View from Space" introduces students to physical features of the earth—land and water forms, climate, resources, and the various kinds of ecosystems. This unit makes extensive use of Landstat images (the view from space) to illustrate the geographical concepts being discussed. "Unit Two, The View from the Air" focuses on population distribution and growth, land use, urban environments, linkages, and boundaries. The third and most extensive unit, "The View from the Ground," applies the geographic concepts and processes introduced in the preceding units to eight geographical areas: North America, Latin America, Europe, the Union of Soviet Socialist Republics, Asia, Africa South of the Sahara, North Africa and the Middle East, and the South Pacific. For each area, the text describes the topography, ecosystems, linkages, land use, and population. Every chapter in the book includes at least one "Spotlight." These features address such topics as: "Earthquakes: Can People Learn to Predict Them?"; "Population Change: The Case of the Missing School Children"; and "Lima: The City of Kings." Other special features include "Map Workshops" and "Skill Workshops." These give students practice in map skills, social science skills, and language arts skills, such as relating degrees of latitude to temperature, interpreting cartoons, and making a topic outline. "Career Boxes" in the first two units suggest various geography-related careers. A sentence definition of each career is provided; but students would have to do further research to really understand what the various careers entail. Finally, "Fact Boxes" present interesting bits of information related to the narrative; examples of topics are the last passenger pigeon, the world's highest mountain, and a Brazilian ghost town. The book is highlighted with colorful maps, charts, graphs, and photographs on almost every page.

Teaching Procedures

As they read the text, students answer "Understanding the Facts" questions interspersed throughout each chapter. At the conclusion of each chapter is a "Geography Laboratory" consisting of paragraph summaries of major chapter topics, questions requiring discussion or application of skills, vocabulary exercises, and future studies activities related to the chapter. The Teacher's Edition suggests a variety of activities followed by suggested procedures for using the various special features or reviewing textual material. The activities are generally traditional with emphases placed on skill development and the understanding of geographical concepts and facts. The Teacher's Edition also includes chapter overviews, goals, answers to questions, and suggested multimedia resources. For each chapter in the text, the workbook provides exercises for review and for developing map skills, social studies skills, and study skills.

Evaluative Data

In April 1978, World Geography was field tested in two grades in Lowell, Massachusetts. Teachers and students reported interest level as "high" or "good" and reading level was judged to be for the "average" student. Recommendations were made for more maps and graphics and for more definitions of geographic and metric terminology. These recommended changes were incorporated in the published edition of the text.

WORLD HISTORY, A

Authors:	Bertram L. Linder, Edwin Selzer, and Barry M. Berk		
Publisher:	Science Research Associates 115 North Wacker Drive Chicago, Illinois 60606		
Publication Date:	1979	Grade Level:	9-10
Availability:	From publisher	Subject Area:	World History

Overview

A World History was written by three social studies professionals, all of whom possess extensive teaching, writing, administrative, and professional social studies involvement experience. The textbook, intended for use in 9th-10th grade world history courses, is organized by five broad chronological periods. Within each period, major themes--such as feudalism, power, and empire--are examined in Europe, Asia, Africa, and North and South America. Because the text is organized thematically and chronologically, students can identify recurring patterns of history in addition to focusing on events and trends representative of a particular historical period. One distinguishing feature of the book is the emphasis on how events affected the common people of each period as well as the famous and powerful. This is illustrated to students through the extensive use of period art and selections from literature, poetry, and music. Other source documents--letters, diaries, speeches, newspaper articles, official reports--also emphasize human themes and should motivate student interest. Open-ended questions and a wide variety of suggested techniques encourage active student involvement. Reading and social studies skills are emphasized throughout.

Materials and Cost

Student Text: A World History. By Bertram L. Linder et al. 752 pp., 7 3/4" x 9 1/2", hardbound	$ 12.45
Additional Student Materials:	
Student Activity Book. 119 pp., 8" x 10", paperbound	$ 2.90
Teacher's Guide. 79 pp., 7" x 9", paperbound	$ 1.95

Required or Suggested Time

The textbook is intended as the basis of a one-year world history course. Five major themes are organized chronologically into 15 units; each unit is further subdivided into three or four parts. If the entire text is to be taught, approximately three of these parts must be covered every two weeks. The amount of time spent on discussion questions in the student text and suggested classroom activities in the Teacher's Guide is dependent on student interest and teacher objectives. Six sample lesson plans are included in the Instructor's Manual; each is designed to encompass one class session. Teachers will need to spend time out of class developing day-to-day lesson plans.

Intended User Characteristics

A World History is intended for students in grades 9 and 10. Publishers report a Dale-Chall readability level of 7.5-8.0; a Fry readability test on six 100-word samples results in an average reading level of beginning 9th-grade. The publishers emphasize the readability of materials; the visual support of numerous illustrations, graphs, and maps; and the definition of new vocabulary at the beginning of each section of the text. No special teacher training is required to implement this text, but a strong background in world history is recommended, as the text does not present a strict chronological account, in the traditional sense. With all the case studies and relevant literary selections, the text could possibly be used to supplement another world history textbook, although it is not intended as a supplementary text.

Rationale and General Objectives

The authors of the text feel that a world history should go beyond a strict chronological account of political and military events which

Data Sheet by Diana Beer.

too often bores students. Their aim was to produce a text that treats events not just from the viewpoint of the powerful, but one that also considers the common people of each period. The analysis of trends, themes, events, conditions, and attitudes helps students understand many different peoples and cultures throughout history and characterizes how they interacted with and influenced each other. A major objective is to improve basic reading and social studies skills. Specific social studies skills developed in the text are concept formation, map and graph skills, picture and cartoon interpretation skills, chronological skills, and skill in using source materials. Questions interspersed throughout each part are "aimed at developing and reinforcing such skills as locating information and understanding main ideas. Summary questions at the end of each part help the student organize and evaluate information by building skills such as thinking critically, comparing and contrasting, understanding relationships, drawing inferences, making generalizations, and clarifying values."

Content

Each of the five major books in the text represents a theme which is further divided into three concepts, or units. Each book examines a different period in the chronological development of world history. The authors' intent is an in-depth analysis of key themes within a general chronological framework. Book I examines society, laws, and early ethical beliefs including the development of modern religion from earliest recorded history to about 500 A.D. Book II covers the period from 500 A.D. to about 1500 A.D. and discusses feudal society; changes in economic, political, and religious thought; the commercial revolution; the rise of the nation state; and the age of discovery. Book III focuses on the period from 1500 A.D. to 1815 A.D. and provides an international perspective on the concepts of power, reason, and revolution. Book IV covers the period from 1815 A.D. to 1920 A.D. and is concerned with the Industrial Revolution, the rise of imperialism, and nationalism. The final book focuses on the period from 1920 A.D. to 2000 A.D. It deals with relatively modern totalitarian governments in Russia, China, Germany, and South Africa; democratic versus totalitarian values; economic depression; World War II; and modern world problems and responsibilities. Case studies and selections from literary works, as well as numerous photographs, maps, art prints, and other visual aids, illustrate the major themes of each unit.

Teaching Procedures

A World History offers opportunities to employ a wide variety of learning activities. Questions interspersed throughout the narrative and readings in the student text encourage students to develop inquiry and analytical skills by examining how historians work, why certain types of historical evidence are more valid than others, and how certain events changed the course of history. Key terms are defined at the beginning of each subsection within each part, helping students develop a more extensive social studies vocabulary. End-of-unit activities call for students to read and interpret maps and time lines, complete matching and multiple choice exercises, distinguish fact from opinion, discuss the historical importance of various persons and events, and participate in extending activities such as role playing, conducting mock interviews with historical personages, writing newspaper headlines, debating, preparing biographical sketches, and constructing charts, graphs, or models. The activity book offers students additional practice in various reading and social studies skills. The annotated bibliography which concludes each unit can be used as the basis for additional reading and/or extra credit reports. In the Instructor's Manual additional reading material is suggested in history and the humanities for teachers, for more advanced students, and for slower readers. The Manual also provides an introduction to the course; cognitive, skill, and affective objectives for each part of each unit; six sample lesson plans; suggested classroom activities for each unit, coded for enrichment, skill building, or reinforcement; and answers to questions presented in the text. The Instructor's Manual is somewhat difficult to use because, rather than being organized by units as the text is, it groups together all the objectives, all the activities, all the suggested readings, and so on.

Evaluative Data

The publisher reports that pilot testing of the text was done before publication in social studies classrooms at selected schools throughout the country.

Supplementary and Nonprint Materials

BASIC SKILLS ENRICHMENT: EDUCATING THE TOTAL PERSON

Authors:	Judith Fogel and Florence Fox		
Publisher:	Thomas C. Wright, Inc. 8265 Commercial Street, Suite 14 La Mesa, California 92041		
Publication Date:	1978	Grade Level:	K-6
Availability:	From publisher	Subject Area:	Affective Education, Career Education, and Social Studies

Overview

Basic Skills Enrichment is a K-6 worksheet and activity program designed to help elementary students increase their self-awareness, clarify their values, make better decisions, develop career awareness skills, and understand cultural differences. The title, therefore, may be somewhat misleading to many teachers. This is not a rigorous enrichment program in reading, writing, and calculating. Rather, the materials supplement basic instruction with affective instruction in social studies, language arts, and career education. The materials consist of two booklets of spirit masters and two booklets of activity cards for each grade level. Each booklet is divided into five sections of activities: self-awareness, values clarification, decision making, career education, and multicultural education. While completing worksheets is the dominant activity, students also engage in role playing, research, and instruction.

Materials and Cost

Student Materials: For each grade level, K-6: two booklets of 16 spirit masters, 8 1/2" x 10 3/4", paperbound; 2 booklets of 20 activity cards, 8 1/2" x 10 3/4", paperbound. A 10-page Teacher's Guide is included in the front of each booklet.

Each Booklet	$ 5.95
Complete set Spirit Master Booklets (2 per grade level)	$83.30
Complete set Activity Card Booklets (2 per grade level)	$83.30

Required or Suggested Time

Used on an every-other-day basis, the materials for each grade level should provide a full year of supplementary instruction. Most activities appear to take from 15-30 minutes, depending on the length of student discussion.

Intended User Characteristics

These worksheets and activities are designed for students in kindergarten through grade 6. They can be used for instruction in social studies, ethnic studies, career education, or language arts. All activity cards and worksheets are written so that individual students, small groups, or the entire class can use them with little teacher direction. However, it is recommended that the teacher use a worksheet or activity cards with the class periodically to stimulate students to use the materials independently. The kindergarten and 1st grade materials must be directed by the teacher or a teacher aid/parent as students will not be able to read the directions. Students of both sexes and various racial/ethnic backgrounds are depicted fairly.

Rationale and General Objectives

The rationale for these materials is clearly expressed in the Teacher's Guide attached to each booklet: "In its most ideal form, education is a process that facilitates the development of the total person. It is the responsibility of the classroom teacher to provide an environment in which this education can take place. Essential to a learning environment capable of developing the total person are materials that contribute to both affective and cognitive disciplines." The basic goals of this program are to help students increase their self-awareness, clarify their values, understand the process of decision making, develop career awareness, and understand different lifestyles and cultures. Fifteen more specific program goals are listed on the first page of the

Data Sheet by Douglas Superka.

teacher's guide. Some examples are: "Students will achieve more self-acceptance and a more positive self-concept"; "Students will become aware of the influence of their value system upon problem solving"; and "Students will gain an appreciation of pride in their cultural roots."

Content

The Basic Skills Enrichment activities focus on five topical areas: self-awareness, values clarification, decision making, career education, and multicultural education. A wide range of specific topics are covered in the entire program. For example, the self-awareness worksheets for the kindergarten level ask students to describe their looks, their family, their favorite things, and what they like about school. Topics covered in the self-awareness exercises of the other grade levels include physical size, rules, feelings, abilities, things you like to do, and friendship. The values clarification activities ask students to describe characteristics they value in a friend, identify their favorite toys, and list things they like to do and people they most admire. The decision-making exercises cover similar topics, usually asking students to rank order or choose among several options. Topics such as buying a car, advertising, and the types of people with whom you like to work are also included in the decision-making sections. The career sections ask students to rate different jobs, identify various community workers, brainstorm jobs that will be needed in the future, and construct a resume. As indicated in the above examples, the same types of topics and activities appear in different sections of the various grade levels. Often the classification of exercises seems arbitrary, especially among the first four areas. The multicultural section seems more clear-cut. Common topics covered in that section are ethnic foods, holidays, music, sports, language, and neighborhoods. There are specific lessons on the contributions of black Americans, the artists of Italy, and Indian cloth designs.

Teaching Procedures

Since spirit masters comprise about one-half of the materials for each grade level, completing and discussing worksheets is a major instructional procedure. Some of the specific practices embodied in the worksheets are making lists, choosing among alternatives, drawing pictures, cutting and pasting photographs, and completing sentences. The worksheets can be placed in an interest center for self-directed use by individuals or small groups, or can be used for a full-class activity. Instructions are not provided to help teachers conduct debriefing discussions based on the worksheets. Many of the exercises on the activity cards are similar to those on the worksheets. In addition, the cards contain some games, role-playing, research, and construction activities (in other words, making a drum, collage, or poster). A 17-item questionnaire is provided in the Teacher's Guide for use on a pre- or post-test instrument. Only one questionnaire is provided, for use with all students, grades K-6.

Evaluative Data

No formal field-test information is available.

BIOLOGICAL CATASTROPHES: WHEN NATURE BECOMES UNBALANCED

Developers:	Jean Robbins, Editor Antonia Bryan, Script Author and Visual Editor		
Publisher:	Science and Mankind, Inc. Communications Park Box 200 White Plains, New York 10603		
Publication Date:	1976	Grade Level:	9-12
Availability:	From publisher	Subject Area:	Environmental Education/Ecology

Overview

Biological Catastrophes: When Nature Becomes Unbalanced is a two-part sound slide program designed for high school social studies or science classes. The first part of the program provides a working definition of ecology with many examples demonstrating the delicacy of ecosystems and the ways humans destroy , deplete, overload, and disrupt natural cycles. Part Two consists of two case studies which illustrate the complexity of our environmental problems. Following each case, the presentations are stopped for discussion. Students must weigh values and consider economic, sociological, historical, and ecological factors in making decisions. The Teacher's Guide suggests introductory and follow-up activities for each part.

Materials and Cost

Audiovisual Kit: 2 cardboard boxes, 12 3/8" x 12 3/8" x 3"; each contains 80 color slides in carousel tray, cassette tape, 33 1/3 rpm record	$139.50
Teacher's Guide: 36 pp., 6" x 9", paperbound; free with purchase of program	

Required or Suggested Time

Viewing time for Part One is 16 minutes, and for Part Two, 17 minutes. However, both parts have one or two stopping points for class discussion. To allow enough time for discussion and follow-up activities, one full class period should be allowed for each part. If the suggested research projects are assigned, additional time, either in or out of class, will be required.

Intended User Characteristics

Biological Catastrophes can be used with high school students of varying ability levels. No reading is required. Many of the discussion questions and activities do, however, require analytical thinking. The program is ideally suited to a team teaching approach with science and social studies teachers. It would also be appropriate as a supplement for courses or units on ecology, human influence on the environment, geography, valuing/decision making, or world problems. No special teacher background is required. It would be helpful, however, for teachers to familiarize themselves with the issues involved. A bibliography is included in the Teacher's Guide for this purpose.

Rationale and General Objectives

The rationale for this program can be summed up in the words of John Muir, "Pick up anything and you will find it is hitched to everything in the universe." Through viewing the sound slide programs and participating in the discussion questions and activities, students should (1) develop an awareness and understanding of the concept of ecology, (2) realize the complexity of ecological choices, and (3) develop analytical thinking and research skills.

Content

Part One provides basic information on the concept of ecology. The opening sequence describes the fate of the California redwoods, focusing on the consequences of human intervention in natural cycles. A cartoon-style story, based on an actual case, superbly illus-

Data Sheet by Judith E. Hedstrom.

trates the delicacy of ecological cycles. The story is based on a sequence of events which began with spraying DDT on the thatched roofs of a small village in Borneo to rid the people of a plague of flies and mosquitoes. The remainder of Part One shows how humans deplete, destroy, overload, and disrupt natural cycles. Examples of each are given, including the depletion of coal and other non-renewable resources, the destruction of the Golden eagle and whales, the overloading of natural systems with solid wastes and other pollutants, and the disrupting of natural cycles by creating artificially simple systems or adding substances to them which do not occur in nature, such as plastics. Part Two, through two contemporary case studies, demonstrates the complexity of environmental issues. Students must consider values, as well as ecological, economic, sociological, and historical data, in making decisions. The first case focuses on the Transamazon Highway in Brazil; the second, on a factory in Minnesota which pollutes Lake Superior with an effluent which could cause cancer--the factory, however, employs a substantial portion of the local population. Both Parts One and Two are composed of striking photographs, and the narration is enhanced by alternating male and female voices.

Teaching Procedures

The questions and activities in the Teacher's Guide require critical thinking and value judgments on the part of students. Warm-up activities and follow-up discussion and activity questions are provided for each part. In addition, there are stopping points for discussion built into the programs. The following are examples of some of the activities and discussion questions. One warm-up activity for Part One demonstrates how the complexity of interrelationships in an ecosystem does not lend itself to simple good and bad judgments; it includes two statements about field mice--one stating the "harm" they do (as far as farmers are concerned) and one how they benefit farmers. Students are then asked if field mice are good or bad. In another activity, small groups of students weigh the factors involved in an issue over filling a salt marsh for a housing development. For Part Two, students compare the settling of the American West with the effects of the Transamazon Highway. They are asked, "What sort of ecological impact did the pioneers have upon the American West? On the life and culture of the native American Indian tribes?" Stop-point discussion questions ask them to consider whether the Amazon jungle should be opened to civilization and if there are "any lessons learned from the way in which our pioneers settled the West which would help Brazil." The Teacher's Guide also suggests nine research topics, such as "How does your town dispose of its wastes? Can you devise any improvements?" and "How do Russian and Japanese fishing fleets endanger entire populations of fish? Can the United Nations help regulate these international waters?"

Evaluative Data

No formal evaluation of the program has been conducted. It was the recipient of the 1976 Gold Camera Award of the U.S. Industrial Film Festival and has received favorable reviews.

BLACK ROOTS

Editors:	Jay David and Catherine J. Greene		
Publisher:	McDougal, Littell and Company Box 1667 Evanston, Illinois 60204		
Publication Date:	1976	Grade Level:	9-12
Availability:	From publisher	Subject Area:	Black Studies

Overview

Black Roots is a supplementary reading and discussion program based on an anthology of excerpts from the autobiographies of 20 black Americans--some famous, some obscure, but all outstanding in their own ways. The selections range in style from the colloquial reminiscing of Joanna Draper, born a slave in Mississippi in 1854 ("Most folks can't remember many things happened to 'em when they only eight years old. . . ."), to the spare and scoured prose of Richard Wright, the impeccable diction of Horace Cayton, and the robust and vivid imagery of Langston Hughes. The accompanying Teacher's Guide contains detailed suggestions for introducing, presenting, and following up the lessons developed for all 20 readings.

Materials and Cost

Student Book: Black Roots: An Anthology. Edited by Jay David and Catherine J. Greene. 224 pp., 5 1/2" x 8 1/4

paperbound	$ 5.04
hardbound	$ 7.53

Quantity discounts available.

Teacher's Guide: Black Roots: Teacher's Manual. By Mary Louise Anderson. 39 pp., 5 1/2" x 8 1/4", paperbound $ 1.50

Free with 10 or more copies of student book.

Required or Suggested Time

Although the Teacher's Guide does not indicate how much time should be allotted for using these materials, it appears that the suggested lesson activities for each reading would occupy a full class period. Using one or more of the follow-up activities suggested for each lesson would require additional time. Black Roots may be used to supplement the ongoing curriculum, or a four- to five-week elective course could be constructed based on the materials.

Intended User Characteristics

According to the publisher, the readings and accompanying lesson activities were designed for use at the senior high level. Since the excerpts in the anthology have an average reading level of grade 7 (based on Fry Graph for Estimating Readability), these materials might be especially suitable for students with reading difficulties or for mature junior high students. The teaching suggestions are sufficiently detailed that the lessons could be presented by adults without teacher training.

Rationale and General Objectives

The Black Roots materials, originally published by Lothrop, Lee and Shepard, have been taken over by the current publisher because of the high demand for high interest, low reading level resources for teaching about the lives and history of blacks in America. The introduction to the anthology, written by a former children's librarian, expresses the hope that reading excerpts from the autobiographies of outstanding black people will "whet the taste of young people for 'more of the same' . . . [the anthology] should be of immense value as a mind-stretching experience for all young people and for their parents, teachers, and mentors as well." The introduction further admonishes young readers to "search for your own identity. Search for pride and dignity and worth. . . . Read here what others who were frustrated and thwarted, oppressed and deprived, have done to attain a full and rich and rewarding manhood and womanhood in the America we know."

Data Sheet by Ann M. Williams.

Content

The 20 selections in the Black Roots anthology are divided into three sections: The South, The Cities, and Middle America. Within each section, the readings are presented in roughly chronological order. The first and earliest selection, from Jacob Stroyer's My Life in the South, is a recollection of the author's life as a child on a South Carolina plantation before the Civil War. Subsequent readings chronicle the experiences of southern blacks during Reconstruction, when the miseries of slavery were exchanged for the miseries of existence as a debt-ridden sharecropper. The section on the South concludes with an excerpt from Maya Angelou's memoirs, I Know Why the Caged Bird Sings, published in 1969. The second section, focusing on northern urban blacks, begins with Horace R. Cayton's account of the pre-World-War-I life of an aristocratic black family in Seattle. The readings in this section contain numerous references to violence, delinquency, and drug experimentation. Other authors represented here are Roy Campanella, James Baldwin, Eartha Kitt, Floyd Patterson, and Claude Brown. The five readings in the third section range from Era Bell Thompson's reminiscences of the harsh but heart-warming life on a North Dakota farm during the 1920s (from American Daughter) to the bitter reflections of Malcolm X and Dick Gregory. Each selection is introduced by a brief biographical sketch of the author.

Teaching Procedures

Each selection in the anthology is used as the basis for a lesson. The Teacher's Guide contains activity suggestions for introducing the lesson, a list of new vocabulary words from the reading, comprehension questions and discussion questions, and suggestions for follow-up activities. Discussion questions call for interpreting, comparing and contrasting, forming opinions, empathizing, and considering alternatives. Follow-up activities include a variety of strategies such as role playing, research, writing a diary of a slave, making collages, and writing accounts of an incident from varying points of view. Background information and recommended additional readings are also provided for each of the three sections. Many of the lesson introductions contain short poems or song lyrics for the teacher to read to the students, setting the mood and stimulating thought and discussion.

Evaluative Data

According to the publisher, beyond a reading level analysis, no other prepublication field testing has been done. The publisher's reading analysis, based on the Dale-Chall formula, showed a 6th-grade average reading level.

BUTTERICK CONSUMER EDUCATION SERIES

Developers:	Visual Education Corporation Princeton, New Jersey		
Publisher:	Butterick Publishing 708 Third Avenue New York, New York 10017		
Publication Date:	1977	Grade Level:	7-12
Availability:	From publisher	Subject Area:	Consumer Education

Overview

The Butterick Consumer Education Series consists of five audiovisual programs, each of which includes three filmstrips and cassettes, a Teacher's Guide, and a packet of transparencies and masters for student activity sheets. The series is designed to help secondary students " . . . develop a personal approach for consumer decision making and the knowledge necessary to make considered choices about products, services, and the way they choose to live." More specifically, the series focuses on the student's role as consumer, providing basic economic knowledge, clarifying values in the area of consumer affairs, establishing priorities, understanding advertising practices, developing purchasing strategies including comparison shopping, developing an understanding of rights and responsibilities, creating an awareness of common dishonest business practices, and acquiring the knowledge and skills necessary to function as active, thoughtful consumers who recognize how their decisions influence others.

Materials and Cost

Audiovisual Kits: 5 kits, 14 1/2" x 12 1/2" x 1 3/4". Each contains 3 filmstrips; 3 cassettes; Teacher's Guide, 32-40 pp.; packet of student materials with duplicating masters and transparencies or posters.

Titles:

Program 1: The Consumer Process	$ 85.00
Program 2: The Planning Process	$ 85.00
Program 3: The Buying Process	$ 85.00
Program 4: The Legal Process	$ 85.00
Program 5: The Action Process	$ 85.00
Complete Series:	$ 325.00

Required or Suggested Time

These materials can be used to supplement other materials in a consumer economics course, or they can be used as the basis for a consumer education unit. Each program requires approximately seven class periods for viewing the filmstrips and completing the recommended activities.

Intended User Characteristics

These materials are intended for use with students of diverse abilities in junior or senior high school consumer education programs. The complete series could be used in social studies or home economics classes, with individual programs, such as advertising, being useful in English or business classes. The questions and activities are sequentially organized from easiest to most difficult. In addition, questions and activities are divided into junior and senior high school sections. The programs are exemplary in their use of consumer situations which are realistic to students in the junior-senior high school age group. For example, the effect of supply and demand upon prices is demonstrated when two boys attempt to sell old records in order to raise money for tickets to a rock concert. No special teacher preparation is needed, but some background in economics and consumer economics would be helpful. In addition, teachers should be comfortable using a wide variety of instructional strategies, including discussion, value clarification, role playing, small group work, library research, and com-

Data Sheet by Dale Greenawald.

munity based experiences. The Teacher's Guides are quite helpful, providing detailed suggestions for conducting each activity and specifying objectives to be achieved. Complete transcripts for each sound filmstrip are also included. This feature allows teachers to review the filmstrip contents without having to use audiovisual equipment. Ethnic, racial, and sexual stereotypes are avoided for the most part.

Rationale and General Objectives

The general rationale for the series is that all of us are consumers all of our lives, and therefore, we should have the skills and knowledge necessary to fulfill that role. The general objective is for students to develop a personal approach for consumer decision making and gain the necessary knowledge to make thoughtful choices about products, services, and life styles. In addition, the Teacher's Guide to each program contains a rationale for the focus of that particular program. The Guides also provide instructional objectives for each filmstrip and related student activities. For example, We Are All Consumers is designed to help students: "(1) understand in a general way how our economy works; (2) become aware of how much we consume; (3) understand the importance of the consumer in our economy; (4) learn the difference between goods and services; and (5) understand their dual roles as consumers and producers." In addition, each program attempts to develop vocabulary, speaking, reading, writing, and listening skills.

Content

Each program in this series focuses upon a particular aspect of consumerism. Program 1, The Consumer Process, considers the consumers place in the economy; an overview of consumer patterns; the effect of supply, demand, and price upon consumers; money flow through the economy; and the role of banks in the economy. Program 2, The Planning Process, focuses upon the need to establish values and goals, the impact of career choice upon lifestyle and consumer roles, distinguishing between needs and wants, setting priorities, and budgeting. Program 3, The Buying Process, examines advertising techniques, comparison shopping, and locating and using consumer information. Program 4, The Legal Process, deals with the consumer's legal rights, guarantees and warranties, frauds and swindles, shoplifting, and redress procedures. Program 5, The Action Process, examines larger issues of consumerism such as the do-it-yourself approach to satisfying needs and wants; the evolution of consumer activism; opportunities for consumer activism today; the consequences of wasteful American consumption patterns such as pollution and scarcity of food, natural resources, and energy; and the implications for the future if current consumption patterns continue. In each program students are asked to make personal decisions about the issues confronting them and to explore the reasoning supporting those decisions. The series is organized in a logical sequence that leads students from an awareness of their role as consumers through an examination of critical consumer issues to a presentation of alternative modes of consumer behavior and the implications of consumer behavior for the future.

Teaching Procedures

This series is exemplary in the variety of teaching procedures used. Discussion of audiovisual presentations, small group work, independent study, examination of moral issues, reading, writing, community based research, interviews, and role plays are used. The activities are intended to appeal to a wide range of student abilities; some require simple recall skills, while others demand sophisticated analyzing and synthesizing skills. Particular attention has been devoted to having students make their own decisions, explore the reasons supporting their decisions, and use their decisions as a basis for behavior. For each filmstrip, the Teacher's Guides provide detailed suggestions for introducing the lesson, instructional objectives, specific questions arranged from the most simple to the most difficult, additional activities to expand upon the issues presented in the filmstrip, and vocabulary activity suggestions. Suggestions for further reading for both teachers and students are provided at the end of each guide.

Evaluative Data

No formal field testing was conducted on the materials, but informal feedback from users has been favorable, according to the publisher. In addition, an evaluator's form has been returned by some users. The materials have received favorable reviews in several journals.

CARE OF A SMALL PLANET: THE SOCIAL SCIENCES

Author:	Rudolph Schwartz		
Publisher:	Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, New York 10017		
Publication Date:	1979	Grade Level:	7-9
Availability:	From publisher	Subject Area:	Environmental Education and Multidisciplinary Social Studies

Overview

Care of a Small Planet: The Social Sciences is a flexible text for junior high school students that may be used in a semester-long environmental studies course or as a supplementary text with many social studies courses. Major sections of the text focus on interaction with the environment, modification of the environment, wise usage of the environment, and planning future uses of the environment. An introduction to environmental concepts introduces the text. Chapters include case studies, group activities, photographs, focus questions, and extension activities. The text also contains a chart outlining the environmental laws enacted by the federal government. The text is one of three books in a series which also includes texts in science and the humanities.

Materials and Cost

Student Text: Care of a Small Planet: The Social Sciences. By Rudolph Schwartz. 184 pp., 8 1/2" x 9", paperbound	$ 3.90
Teacher's Manual: 30 pp.; 6 1/4" x 9", paperbound	$ 1.20

Required or Suggested Time

The text may be used for a one-semester course in environmental studies or to provide supplementary materials for social studies courses. For example, "Settling the Land," which focuses on land use and decision making, could supplement geography and government courses; "Managing Public Lands" could strengthen courses in economics, government, and current issues; and the "Economics of Energy" chapter could be used to supplement economics and current issues courses. Each chapter can be the basis of a one or two day read and discuss assignment or can become a two or three week project, depending on the amount of time available.

Intended User Characteristics

Care of a Small Planet: The Social Sciences is designed for use by junior high school students within the normal range of intellectual capabilities. The average reading level is 7th-8th grade based on an analysis using the Fry Graph for Estimating Readability. The variety of activities offered in the text--from simple review questions to involved value inquiry and decision making--make the text useful in a variety of classes and with students of mixed abilities. No special teacher training or school facilities are required. The text does, however, suggest many community-based activities which may require extra planning by the teacher.

Rationale and General Objectives

In the Teacher's Manual, the developers state, "we take an ekistical view of our relationship to the environment"; ekistics being defined as "the study of the ecology of human beings in settlements or communities." The stated goal of the series is "to help students explore environmental concepts and values through science, social science, and the humanities." The intent is to develop student awareness of "their interdependence with the total environment--natural, social, and cultural." In support of the general goal,

Data Sheet by Kenneth A. Switzer.

the subject matter of each text is presented within a framework of four generalizations about the environment. "(1) People are interdependent with their environment; (2) People modify their environment by utilizing their resources; (3) Wise utilization of the environment is dependent on the organization of shortage; and (4) The concepts and values people accept as guides to their future behavior determine the quality of their lives, if not their survival." Specific student performances for each chapter are presented in the Teacher's Manual. For example, one objective from the chapter "A Worldwide Concern" is "Students identify environmental problems that may accompany economic growth in developed and developing nations."

Content

Care of a Small Planet: The Social Sciences is organized into four major units corresponding to the four generalizations presented above. The specific focus is on interaction between people and their environment. The introduction to the text presents students with a series of environmental issues and questions. Unit one (Chapters 1-3) focuses on the interaction of individuals and groups with their environment. The second unit (Chapters 4-6) covers social and economic issues involved in attempts to modify the environment. These chapters help students become familiar with problems of air and water pollution and waste disposal. Unit Three (Chapters 7-8) covers use of the environment with emphasis on the management of public lands and the economics of energy. The energy chapter, for example, covers increasing demand and decreasing supply, fossil fuels and nuclear energy, energy conservation, new energy sources, and energy policies. The final unit (Chapters 9-10) is concerned with the choices and actions we must confront in planning for a viable environment in the future. A major focus of the final chapter is on attitudes and values that will affect our ability to plan for the future. The text concludes with a chart outlining federal environmental laws and summarizing the major provisions of each law.

Teaching Procedures

The book lends itself to a variety of teaching situations. Each chapter begins with a two-page motivational activity. This activity usually involves preliminary class discussion or some sort of research or survey to find out more about a particular problem. The content portion develops ideas through narrative, case studies, visuals, and investigations. The investigations range from research to field-oriented projects such as conducting a study of water pollution in the local community. Numerous marginal notes include definitions, but more often suggest further activities for enrichment or for in-depth study for interested and advanced students. Each chapter concludes with a section entitled "Ekistics in Action," which provides dilemmas for student analysis and discussion and suggests several activities students can pursue in their own community. The Teacher's Manual includes suggestions for implementing the variety of skill-building activities suggested in the text. These include individual and group work, recitation, gathering and analyzing data, analyzing values and attitudes, and drawing generalizations and conclusions. The varied activities allow teachers the flexibility to select those that are most appropriate to the students, the individual teacher's style, and the amount of time available. For each chapter, the Manual contains a brief content overview, performance objectives, teaching suggestions keyed to the student text, a brief bibliography of books for teachers and students, and a listing of supplementary audiovisual materials. The Teacher's Manual also contains a general bibliography and a listing of some useful organizations—government agencies, private foundations, and citizens' groups.

Evaluative Data

No formal classroom evaluation of the text has been conducted.

CITIZENSHIP SERIES

Series Editors:	Eleanor Goldstein, Editor, Social Issues Resources Series, Inc. Joseph Newman, Editor, U.S. News and World Report Books		
Publisher:	Social Issues Resources Series, Inc. (SIRS) P. O. Box 2507 8141 Glades Road Boca Raton, Florida 33432		
Publication Date:	1978	Grade Level:	10-12
Availability:	From publisher	Subject Areas:	American Government, Economics, and International Affairs

Overview

The Citizenship Series is intended to promote among secondary students "citizenship thinking and understanding in national and international affairs." The series introduces students to the current, complex issues of the economy, government, and world affairs, offering a wide range of divergent articles from current news sources to explore the complexities of each issue. The materials may be used independently as the basis of specific courses, or they may be used profitably to supplement existing curricula and core textbooks. Each materials package is in two parts: a basic text and supplementary articles drawn from recent issues of U.S. News and World Report. Accompanying the materials is a study guide which states the materials' purpose, overviews the content, and provides some teaching suggestions.

Materials and Cost

Materials Package: A first year subscription includes two supplements, 25 articles each, 8 1/2" x 11"; loose-leaf binder, 10 1/2" x 11 1/2" x 1 1/2"; text, 8 1/2" x 11", paperbound; and Study Guide, 19 pp., 5 1/2" x 8 1/2", paperbound. 3 titles available:

A Watch on the Economy.	$25.00
A Watch on Government.	$25.00
A Watch on World Affairs.	$25.00

Subsequent annual subscriptions include semi-annual supplements.

Individual copies of the texts available separately; titles as follows:

What Citizens Need to Know About Economics. 139 pp.	$ 6.00
What Citizens Need to Know About Government. 171 pp.	$ 6.00
What Citizens Need to Know About World Affairs. 233 pp.	$ 8.00
Additional Materials: Set of 6 posters for each title	$10.00

Required or Suggested Time

The series may be used in a variety of ways. Selected portions of the separate texts and articles could supplement existing courses in economics, government, world studies, or U.S. history or a single text with its supplementary readings may form the basis for a semester course or provide materials for a major unit of study.

Intended User Characteristics

The Citizenship Series is designed for use by senior high school students within the normal range of intellectual capability. According to a Fry Readability Analysis, the average reading level is 11th grade. Students of differing abilities are likely to be motivated by the

Data Sheet by Kenneth A. Switzer.

use of graphics, data, controversial viewpoints, and current news magazine articles of an informative, provocative nature. Teachers using the series need to be flexible in integrating the current news articles with core content in the texts and in leading classroom debate to explore the issues. The series materials in economics and government are best used by a classroom teacher with a strong content background.

Rationale and General Objectives

The Citizenship Series is intended by the publishers "to promote citizenship understanding and thinking in national and international affairs." The objective of the series is then "to develop both informed and concerned individuals: people who will assume responsibility for intelligent decision-making." Toward this end, each separate text is designed to provide students a foundation in basic content (e.g., government) and, with appropriate teacher direction, an opportunity to apply content understanding to real world events, issues, and problems. The Teacher's Guide lists the following overriding goals for the series: (1) to describe the basic concepts and principles in a lively writing style, (2) to treat the topics with academic integrity as well as in an understandable and interesting way, (3) to relate these ideas to the events of daily living in the real world, and (4) to clarify some of the causes, aspects, and potential solutions to political-economic issues in our society and world. The series attempts to stimulate students to become personally involved in current issues, leading to an in-depth understanding both of basic concepts and of the impact of events and issues on the nation and the world.

Content

Each separate text focuses on an important social studies content area: economics, government, and world affairs. Graphs, photographs, cartoons, and tables are used liberally to highlight the basic content of the texts. The government text includes writings on the Constitution, presidency, Congress, courts, bureaucracy, state and local government, political parties, the press, and interest groups. The text also covers specific issue areas as they relate to the government process, including health, education, agriculture, defense, labor, transportation, foreign policy, and the environment. Each topic is supplemented by a selection of current articles excerpted from recent issues of U.S. News and World Report. For example, the section on the Bill of Rights is supplemented with news articles on the Bakke case, minorities in education, and marching on Washington as an old American custom. The other two programs follow a similar format. The world affairs unit consists of two parts. The first examines 19 topics; among them: technology, trade, balance of power, food, population, human rights, and energy. The second part consists of five chapters, each focusing on a major world region and offering a historical perspective. The 23 chapters in the economy unit focus on basic economic concepts as well as current economic issues and problems. Topics include, for example, supply and demand, credit, money and banking, labor and unions, unemployment, and stabilizing the economy. Throughout the series, the intent of the publishers is to provide core content and theoretical principles combined with examples of real world applications. The content is designed to provide students with an understanding of the political-economic world and a sense of continuity and timeliness in their study of citizenship and social issues.

Teaching Procedures

For the three texts, the Teacher's Guide presents an overview of content and suggestions for general techniques useful in working with students in a classroom setting. In the words of the developers, "There are no master curriculum plans accompanying these materials." It is assumed that teachers will combine the information presented with their special talents and expertise to meet the particular goals of students, school, and community. The suggested teaching procedures emphasize active student involvement in a learning process. In the Guide, the editors state "In the spirit of providing student-initiated learning, we suggest that students dig out the concepts, formulate questions, and draw the conclusions." They also feel it is important for teachers to participate in the learning experience--"learning with students." The suggested techniques include numerous writing activities calling for students to identify concepts and significant data, ask analytical questions, and determine the major generalizations presented in the text chapters and supplemental articles. There are also suggestions for analyzing charts and graphs, exploring vocabulary, applying problem-solving techniques in small group activities, and exploring issues through community interview activities. Sample student forms for several of these activities are included.

Evaluative Data

No formal classroom evaluation of the series has been conducted.

CONSUMER EDUCATION: A GUIDE FOR YOUNG PEOPLE

Consultant:	Patricia H. Cabrera East Los Angeles College		
Publisher:	Q-ED Publications 2282 Townsgate Road P.O. Box 4029 Westlake Village, California 91359		
Publication Date:	1975	Grade Level:	1-6
Availability:	From publisher	Subject Area:	Consumer Education

Overview

Consumer Education: A Guide for Young People is a set of six sound filmstrips intended for use with elementary school students. The set includes a Teacher's Manual and six 10- to 12-minute color sound filmstrips. Each filmstrip, which is accompanied by learner objectives, activities, and follow-up discussion questions in the Teacher's Manual, focuses on an issue of concern to children as consumers. The settings for each should be familiar to most children—a birthday party, a shopping center, watching television. Six children, ages seven through ten, appear in all of the filmstrips "for viewer identification and for interpretation of concepts at the various age levels through peer group learning methodology." Activities are varied and span a range of difficulty appropriate for 1st through 6th graders. The rationale states that, since children are already functioning as consumers—receiving allowances, gifts of money, or earnings from odd jobs—and since they are the targets of much advertising, consumer education is directly related to their immediate experiences in addition to being of long-term value for the future.

Materials and Cost

Multimedia Kit: Cardboard box, 14 1/2" x 12 3/4" x 1 3/4" contains the following: 6 filmstrips; 6 cassettes or 33 1/3 rpm records; Teacher's Guide, 34 pp., 8 1/2" x 11", spiralbound	
Total Package:	$99.50

Required or Suggested Time

The sound filmstrips range in length from 10 to 12 minutes. When used with the suggested follow-up discussion and one or more of the activities, each filmstrip could easily occupy an entire class period. The filmstrips may be used independently or in any sequence. A teacher may wish to follow the ordering established by the publisher which proceeds from basic concepts through more complex consumer issues and consequences. All six filmstrips may be taught together, forming a unit which would be from one to two weeks long.

Intended User Characteristics

Consumer Education is intended for use by elementary level school children of average abilities. The publisher has included a range of activities and follow-up discussion questions for each filmstrip to insure that students at all grade levels may be included in the learning. The contents of the filmstrips should also appeal to children in all elementary grades. The filmstrips show children aged 7 through 10 in families from several ethnic groups, socio-economic levels, and alternative life-styles. No special teacher training or administrative support is required to use the program. A few of the suggested activities require out-of-class work.

Rationale and General Objectives

The introduction states that, since children are the target of much advertising, and are able to purchase items with their own money in

Data Sheet by John Hoge.

addition to exerting influence on their parents' buying, ". . . consumer education has a direct relationship to their experiences and an immediate usefulness as well as long-term value." The purpose of the series is "To provide basic consumer concepts and information to young people that will help develop individual decision-making skills based upon examined personal values, goals, and life-styles as these relate to consumer practices." The series learning objectives are to: (1) identify criteria for making a consumer decision; (2) analyze marketing approaches used to influence consumer choices; (3) examine personal attitudes and responses to marketing approaches; (4) relate consumer choices to values, goals, and life-styles; (5) assess the effect of consumer decisions and practices on the individual, community, and environment; and (6) extend consumer learning experiences to personal, home, and community life."

Content

The content of Consumer Education is predominantly related to personal consumption. The first filmstrip, "Needs and Wants," focuses on what needs and wants are, how they vary from person to person, and how they influence consumer decisions aimed at satisfying long and short range consumer goals. The second filmstrip, "Shopping for Toys," focuses on the role of television advertising in creating "want" among young consumers. Students are led to see that alternative criteria may be established to judge the desirability of advertised toys. The third filmstrip, "Packaging and Labeling," examines the influence of packaging design and typical labeling practices and cites examples of truthful and deceptive labeling and packaging. Filmstrip number four, "A Word From the Sponsor," looks at three examples of television advertising focusing on the psychological appeals used to influence buying. "Values and Life-Styles" examines the relationship between values, life-style, and consumer decisions. Students are encouraged to relate previous learning about how needs and wants affect consumer decisions to three alternative family life-styles. The sixth filmstrip, "Consumer Ecology," examines the relationship between typical consumer practices and their logical environmental consequences. The concepts of waste, pollution, conservation, and recycling are introduced along with the presentation of individual conservation and anti-pollution actions which the students may take. Six elementary school children of varying ages appear in the filmstrips throughout the series illustrating how the concepts presented affect their lives as well as the lives of the viewers.

Teaching Procedures

The Teacher's Guide contains a useful introduction and the following sections for each filmstrip: (1) Synopsis, (2) Purpose, (3) Concepts, (4) Learning Objectives, (5) Vocabulary, (6) Projectionist's Script, (7) Discussion Activities, and (8) Class Activities. A bibliography of related student books is included for five of the six filmstrips. Many of the suggested activities are quite creative and actively involve the students; for example, one activity for "Consumer Ecology" is to have the students make soil from used coffee grounds, debris found in the school yard, etc., and then to plant seeds or beans in it. Specific evaluation procedures and guidelines for implementing the materials are not included.

Evaluative Data

The publisher reports that no formal field testing of the series has been conducted.

CULTURE STUDIES PROGRAM, THE

Developers:	John U. Michaelis, Richard E. Gross, and Robin J. McKeown		
Publisher:	Addison-Wesley Publishing Company 2725 Sand Hill Road Menlo Park, California 94025		
Publication Date:	1979	Grade Level:	7-12
Availability:	From publisher	Subject Area:	World Cultures

Overview

The Culture Studies Program is a set of four books with Teacher's Guides designed to help secondary students understand the cultures of Asia, Africa, the Middle East, and Latin America and to apply the understanding gained to their own region. Rather than focusing on history, geography, economics, or political/military events as traditional world history and world civilization materials do, the developers chose to focus on people. The materials presented are therefore drawn from a variety of disciplines. Broad topics covered for each area studied are the interactions of cultural and physical environments, traditional patterns of thought and action in the region, the impact of particular individuals and philosophies on the human condition in the region, and the problems facing the region.

Materials and Cost

Student Texts: 4 books, each 160 pp., 8" x 10", paperbound, titles as follows:	
Africa South of the Sahara. By Stephen Marvin.	$ 3.96
Asia. By Daniel Birch et al.	$ 3.96
Latin America. By Alfred Jamieson.	$ 3.96
Middle East and North Africa. By David C. King and Larry E. Condon.	$ 3.96
Teacher's Guides: 4 guides, 37-47 pp., 6" x 9", paperbound	$ 1.80 each

Required or Suggested Time

The basic unit of The Culture Studies Program is the study. The individual studies have been designed for use in a class period of 45 to 50 minutes. The studies in each book are grouped into five units of five studies each. Thus, each book provides enough material for 5 weeks of class work. If used together, the books would provide material for a semester's work. Individual books or selected studies could be used to supplement core materials in a world history or area studies course.

Intended User Characteristics

The Culture Studies Program is designed for use with students in grades 7 through 12. The reading level of the program has been held at the 5th grade level, so the materials are appropriate for students who read below grade level. The themes and ideas discussed in the program were selected to be meaningful and interesting to students, as well as relevant to the students' own cultures. Students of varying ability levels are therefore likely to be motivated by the topics considered. In addition, since the materials promote understanding of the values and traditions of other cultures, they are particularly well suited for classes whose students are drawn from a variety of ethnic backgrounds.

Rationale and General Objectives

The purpose of the program is "to make students aware of the values, mores, cultural contributions, economic conditions, political developments, geographic factors, and social phenomena within and between the cultures in each of the regions studied." The developers believe that the program will help students generalize learning about various regions to other areas, including their own. Because the developers wished to produce a program that would be meaningful to students and would help them inquire into the "human

Data Sheet by Laurel Singleton.

condition and the human response," they focused specifically on people, drawing from the materials of anthropology, sociology, cultural geography, aesthetics, and philosophy, as well as the more traditional materials of history, political science, economics, and geography. The Teacher's Guides for the program provide goals for each unit. For example, the goal of the first unit in each book is to "help students understand that people's lives are affected by the interaction of their cultural and physical environments." Specific objectives for each study are also provided.

Content

The four books in The Culture Studies Program are all divided into the same five units. The first unit in each book is entitled "Scenes and Settings" and covers the geography and climate of the region studied, as well as the variety of the region's peoples and of the settings in which they live. The second unit of each book deals with how the traditional patterns of thought and action within the region influence the ways in which people meet their needs. The studies in this section in Middle East and North Africa deal with Middle Eastern folk humor, the tradition of hospitality in the Middle East, Islamic arts and crafts, the role of caravans and camels in Middle Eastern history, and the laws and traditions of the Bedouin people. The third unit in each book, "Changing Patterns," helps students understand the forces that cause change and the ways in which people respond to those forces. In Africa South of the Sahara, this unit covers the impact of modern forms of transportation and communication, the importance of wild animals to the African economy, the role of women in modern Africa, and the development of African cities. "People and Thought" is the title of the fourth unit of each book. The objective of this unit is to develop the idea that individuals and philosophies influence how people in an area live. The influences on Asian life which are considered in this unit are the teachings of Confucius, the Buddha, Gandhi, and Mao Tse-tung, as well as the third century B.C. philosophy of legalism/realism. The final unit of each book is entitled "Problems and Promises" and deals with current problems and options for solving those problems. The final unit of Latin America discusses the challenges of racial discrimination, hunger, education, guerilla warfare, and United States/Latin American relations. The 25 studies in each book all follow the same pattern: an episode, vignette, or photoessay followed by an explanation and questions. For example, one study in the "Changing Patterns" unit of Middle East and North Africa starts with the story of a young Iranian couple who arrange their own marriage through a matchmaker. This story is followed by an explanation of the changing courtship and dating customs in the Middle East and North Africa. The questions at the end of each study are divided into three groups. The first two groups include multiple-choice items which tap first recall of information and then understanding of the reading. The last section includes open-ended discussion questions which require students to analyze and evaluate the information gained and apply it to different situations.

Teaching Procedures

The developers of The Culture Studies Program selected a format suited to typical classroom conditions in which reading and discussion are the primary modes of instruction. In a typical class period, students first read the study and answer the multiple choice questions which follow. The remainder of the period is to be devoted to class discussion of the open-ended questions. The Teacher's Guides present unit goals, objectives for each study, a list of vocabulary words which can be developed in the study, a brief section of background information, and an answer key. Each Teacher's Guide also includes a list of readings for the teacher who wants additional information about the area under study. Little preparation time will be required for the teacher who uses the studies as suggested. However, teachers who wish to use a more activity-based teaching approach will require some preparation time, since no activities to supplement the reading and discussion are suggested.

Evaluative Data

The Culture Studies Program is a revision of the World Studies Inquiry Series by Field Educational Publications. Information for revisions was gathered from a questionnaire sent to 500 users of the original series. Approximately 20 percent responded. Their input resulted in the addition of a book on the Middle East, deletion of the book on Europe, and increased difficulty of the questions used in the student texts. The revised program has not been field tested.

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DECISIONS

Author:	Paul H. Engstrom		
Publisher:	Paul S. Amidon & Associates, Inc. 1966 Benson Avenue St. Paul, Minnesota 55116		
Publication Date:	1978-79	Grade Level:	7-12
Availability:	From publisher	Subject Area:	Legal Education

Overview

The primary components of the Decisions program are two simplified student casebooks designed like those used in regular law school classes. One casebook deals with criminal law, the other with civil. Each casebook contains a set of legal definitions and descriptions followed by sample cases and famous cartoons illustrating the principles of law explained. The cases and cartoons used as illustrations are selected to illustrate the applicability of law to students' lives. Each case or cartoon is followed by one or more questions which can serve as the basis for teacher-designed activities. Answers to the questions are provided in an Answer Book which accompanies the casebooks. The casebooks can be used independently, as supplemental material for social studies classes, or as the basis for a legal education minicourse. No teaching suggestions are provided with the materials, so preparation time will be required.

Materials and Cost

Student Texts:

Decisions: Student Casebook on Criminal Law (1978). By Paul H. Engstrom. 73 pp., 8 1/2" x 11", paperbound — $ 2.75

Decisions: Student Casebook on Civil Law (1978). By Paul H. Engstrom. 58 pp., 8 1/2" x 11", paperbound — $ 2.75

Teacher Materials: Answer Book for Cases on Civil and Criminal Law (1979). 45 pp., 8 1/2" x 11", paperbound — $ 4.95
(free with purchase of 25 casebooks)

Required or Suggested Time

No recommendations are made on the appropriate amount of time for use of the two casebooks. If used as supplementary material for a social studies class, the casebooks could provide the basis for numerous one-or two-day classroom activities or longer out-of-class research assignments. The casebooks could also be used as the basis for a law education minicourse of approximately six to eight weeks.

Intended User Characteristics

The publishers state that Decisions is suitable for use in upper elementary, junior, and senior high school classes. An assessment of readability done by this analyst using the Fry formula indicated that both casebooks have an average reading level of 7th grade. The materials can be used in a variety of social studies classes, including American government, civics, consumer education, or contemporary problems. Because the materials use numerous popular cartoons and legal cases relevant to students' lives, they should appeal to a sizable range of student interests. Teachers using the materials should note, however, that a few cases are written in a manner that depicts women as being dependent on their husbands for decision-making expertise. For example, in one case, when "mother" realizes she has been cheated by a furnace serviceman, she "wishes she had telephoned your father about this" rather than having made the decision to have the furnace repaired herself. Throughout, both men and women are portrayed in traditional roles. Teachers need no special training in law, although they must be skilled in leading discussion to use the materials successfully in their classes.

Data Sheet by Laurel Singleton.

Rationale and General Objectives

In the preface to the Answer Book, the developers state that the Decisions unit "is designed to help teach the law as a lively and integral part of society and to encourage students to think critically and rationally about societal problems and conflicts." The publishers also feel that "involvement in the units will help students become aware of their rights, duties, and responsibilities as members of a free society." Finally, the materials are designed to present the law in a way that is practical and meaningful to students by relating legal principles to situations that occur in daily life.

Content

The two casebooks in the Decisions program deal with two main categories of law--civil and criminal. The Student Casebook on Criminal Law opens with a discussion of the nature of crime, complete with cases illustrating basic principles of criminal law. Each following chapter deals with a particular category of crime. These categories are homicide and suicide, other crimes against persons, and crimes against property. Crimes within the categories are defined, and cases and cartoons illustrating various types of crime are presented. The Student Casebook on Civil Law is structured similarly. Civil matters explained are those dealing with torts, contracts and sales, real property, personal property, wills, and negotiable instruments. Many of the cases used as illustrations in the two casebooks are based on actual legal cases. Many deal with aspects of the law which are directly applicable to students' lives and concerns. The cartoons also illustrate legal principles using characters such as Peanuts, Popeye, Blondie, and Archie. Each cartoon or case is followed by one or more questions. The questions generally ask students to determine whether a violation of the law has occurred and, if so, what the offense was. On occasion, students are asked to consider alternatives to actions described in the case. For example, after considering the legal ramifications of a fight between two boys in which one boy was seriously injured (used to illustrate the crime of assault), students are asked whether the boys might have found a better way of solving their dispute. The Answer Book provides the answers to the questions; in the more complex cases, additional background information is also given.

Teaching Procedures

The major strategy is to read a short case study or cartoon and hold a class or small-group discussion on the question raised. The developers state that maximum use of the Decisions unit "could well involve spirited class discussion, student research, role playing, consultation with and class talks by attorneys, and field trips to courtrooms." However, no specific teaching suggestions are given, so teachers will have to devise their own lesson plans. If using the casebooks as supplementary material, teachers will need to decide at what point in the curriculum selected cases would best be integrated and then plan a means of introducing the material through appropriate activities. If the materials are used as the basis for a law education minicourse, the course can follow the organization of the two casebooks, but detailed plans for activities will have to be formulated by the teacher.

Evaluative Data

Although the Decisions program has not been formally field tested, the author piloted portions of the two casebooks with teachers and classes during development to insure high student interest and motivation.

THE EMERGING NATION: INSIGHTS ABOUT AMERICA and AGE OF EXPLORATION

Developer:	Educational Insights, Inc.		
Publisher:	Educational Insights, Inc. 20435 S. Tillman Avenue Carson, California 90746		
Publication Date:	Age of Exploration, 1979 The Emerging Nation, 1975	Grade Level:	5-12
Availability:	From publisher	Subject Area:	American History

Overview

The Emerging Nation: Insights About America and Age of Exploration provide an interesting and exciting approach to American history for junior and senior high students with reading problems. The cartoon format, controlled 4th-grade reading level, and biographic approach to American history are distinguishing features of the materials. "Thinking It Over" questions help students develop skills such as analyzing, hypothesizing, comparing, contrasting, and formulating personal opinions. The content of both programs tends to be traditional to American history courses.

Materials and Cost

Materials Package: Age of Exploration. Cardboard box, 11 1/2" x 8 3/4" x 3 1/4", contains 16 four-page booklets, 8 1/2" x 11", heavy paper; Teacher's Guide, 12 pp., 8 1/2" x 11", paperbound; 16 spirit master worksheets, 8 1/2" x 11", paperbound

Complete Package	$ 20.00
Complete package with 3 copies of each student booklet	$ 50.00

Materials Package: The Emerging Nation: Insights About America. Cardboard box, 12 1/2" x 9 1/2" x 7 3/4", contains 48 four-page booklets; 3 Teacher's Guides, 8 pp. each; 3 sets of 16 spirit master worksheets

Complete Package	$ 60.00

Each of the 3 units in The Emerging Nation can be purchased separately with 3 copies each of the 16 student booklets, 1 Teacher's Guide, 1 set spirit master worksheets. Unit titles:

American Revolution	$ 50.00
War Between the States	$ 50.00
Frontiers West	$ 50.00

Required or Suggested Time

All or parts of both The Emerging Nation: Insights About America and Age of Exploration can be used as motivational or supplementary materials for a comprehensive American history course. Students could read a booklet, answer the questions in "Thinking It Over," and complete the corresponding worksheets in one class period. As the complete set of booklets focuses on important people and events from the coming of the first Americans to the late 19th century, they can be used to supplement at least the first half of most American history courses.

Intended User Characteristics

The four-page booklets in each kit are designed to create interest in American history for secondary students with reading problems and a low interest level in history. The cartoon format and a reading level of 3rd-4th grade, based on the Fry scale, should enable most students to read the booklets with understanding. The Teacher's Guides encourage teachers to allow students to select their own readings. Reading and worksheet activities are intended as individual activities. The "Thinking It Over" ques-

Data Sheet by Maria Rydstadt.

tions and activities can be completed individually as a written assignment, or in small or large groups as discussion activities.

Rationale and General Objectives

The main objective of both sets of materials is to make history and historical persons more interesting and enjoyable for the students. The Teacher's Guides state that "reading, researching, and thinking skills are the desired outcomes." To develop reading skills, the developers have tried to provide a controlled readability level and to maintain interest through mature and factual subject matter, brief but interesting treatment, and challenging concepts. The spirit master activity sheets also help develop reading comprehension. To develop research skills, the Guides suggest using such reference materials as maps, atlases, encyclopedias, novels, and tape recorders in conjunction with the booklets, stressing that "only when the student has a need to know will these resources be used to advantage." To develop inquiry skills, "Thinking It Over" items have been provided at the end of each booklet. These require students to observe; compare; make tentative hypotheses; analyze, looking for consistencies and inconsistencies; gather and interpret information; and evaluate.

Content

The Emerging Nation contains 48 booklets in a cartoon format from three eras in American history: "The American Revolution," "The War Between the States," and "Frontiers West." The Age of Exploration includes 16 booklets focusing on European explorers from the Vikings to the Spanish and French. For the most part, the booklets present history from a biographical perspective. Those represented are the traditionally important persons in American history, such as Christopher Columbus, Benjamin Franklin, Thomas Jefferson, Paul Revere, Daniel Boone, and Abraham Lincoln. In only two cases do the booklets focus on women: "The Underground Railroad"--Harriet Tubman and Sojourner Truth--and "The Mighty Pen"--Harriet Beecher Stowe. Several focus on other ethnic and minority groups; for example, "Utah and the Mormons," "Indians of the Revolution," "Indians of the Plains," "The Viking Explorers," "The French Explorers," and "The Question of Slavery." Inquiry and discussion questions from the "Thinking It Over" section concluding each booklet often require students to relate events of the past to life today or to imagine themselves in the historical situations described. For example, students are asked to write about the effects of Benjamin Franklin's inventions upon modern life and guess what Franklin would be doing if he were alive today or to consider how they would act if they were considered to be gods by the Indians like Cortez was.

Teaching Procedures

Since the readability is controlled for poor readers in junior and senior high school, teachers are encouraged to allow students to self-select booklets of interest to them. Each Teacher's Guide contains a "Sample Small-Group Inquiry Discussion" illustrating how to use the "Thinking It Over" questions. These questions could also be used for independent student work. Spirit masters are available for the Age of Exploration and each unit of Insights About America for student independent work and evaluation. These include exercises to help students understand the vocabulary and the facts presented in the booklets.

Evaluative Data

These materials were informally field tested in several area junior high classes. The intent of the field test was to determine the appropriate reading level, the length of the booklets, and whether to use two-color or four-color illustrations. Publishers also conducted interviews with users. As a result, a 4th-grade reading level and four-page format with two-color illustrations was decided upon.

EYEWITNESS 1 and EYEWITNESS 2

Producer/Director:	Eyewitness 1: Scott McDade; Eyewitness 2: Griffin Schrack		
Publisher:	Visual Education Corporation Box 2321 Princeton, New Jersey 08540		
Publication Date:	1975 and 1979	Grade Level:	8-12
Availability:	From publisher	Subject Area:	American History and World History

Overview

Eyewitness 1 and Eyewitness 2 are oral history programs which are designed for secondary students or adults and consist of authentic primary source accounts of major events and periods from the mid-1800s to the present. The cassette tapes in each set can be used in United States--or in a few cases, world--history classes or in English classes to supplement and highlight the regular curriculum. All of the recordings are intended to bring to the students, firsthand, the feelings and emotions of witnessing events or living in certain periods. Some of the accounts were recorded on-the-scene, while others are recordings of the memories of eyewitnesses. A Listener's Guide with background information, discussion questions, and activities for each recording accompanies each set.

Materials and Cost

Materials Package: Two vinyl notebooks, 9 3/4" x 11 1/2", each contains 6 two-sided cassettes; Listener's Guide, 8 pp., 8 1/2" x 11", stapled

Eyewitness 1	$67.00
Eyewitness 2	$67.00

Required or Suggested Time

Eyewitness 1 includes taped, first-person accounts of 14 events in United States history, and its sequel, Eyewitness 2, includes 12 accounts. Uninterrupted listening time for the different accounts is usually between 15 and 30 minutes, although one recording is as short as three minutes. Additional time should be allowed for discussing the questions and for the suggested activities. The tapes are not designed to form a unit; they may be used in any sequence to supplement social studies or English classes.

Intended User Characteristics

The tapes may be used with students of varying ability levels in 8th-12th grade United States or world history classes or in English classes. The Listener's Guide cautions that "the eyewitness accounts of [various events named in the Guide] are vivid and may be disturbing to some listeners. They should be played only with adequate preparation." Some tapes are rather difficult to understand as, according to the Guide, they were made on disk or wire recorders under difficult field conditions; students should also be prepared for this. Teachers should listen to the tapes before presenting them to the class. Depending on their students and the length and quality of a particular recording, teachers may want to plan discussion breaks to keep interest high.

Rationale and General Objectives

By listening to authentic primary source recordings, the developers believe students "can make a unique emotional connection with the events and people of our past. Sourcetapes reveal a dimension of the human experience that is unavailable from the printed page. They permit listeners to feel again the excitement of what happened, why and how it happened, and the effect on the people involved." Although no objectives for the program are listed, the tapes can be used to motivate students, to develop listening skills, to help students understand point of view, and for a variety of other purposes.

Data Sheet by Judith E. Hedstrom.

Content

Eyewitness 1 and Eyewitness 2 are oral histories of various dramatic events or periods in United States and world history from the days of slavery to the present. Each account is a recording by or an interview with someone who witnessed the event firsthand or who lived through the period. Eyewitness 1 presents accounts of the following: (1) San Francisco Earthquake and Fire (accounts by two who were there); (2) Alaska Gold Rush (life in Alaska, 1897-1901); (3) The Hindenburg Disaster (account by a radio announcer at the scene); (4) Hiroshima (account by a medical missionary who was there); (5) Custer's Last Stand (account by the last surviving Indian participant); (6) California Early Life (account by a Spanish-American settler); (7) Robert F. Kennedy's Assassination (tape recording made at the scene); (8) Nuremberg Executions (the account recorded for combined American networks); (9) Iwo Jima Landings (WW II, on-the-scene American correspondent reports the first minutes of the invasion); (10) Fighter-Bomber Run (Korea 1950-53, interviews with four American pilots); (11) Woodstock Festival (two points of view); (12) Survival in the Wilderness (air crash in Alaska, 1949); (13) Slavery in America (accounts by two former slaves); and (14) The Civil War (account by a Confederate general). Eyewitness 2 includes 12 accounts: (1) Going to Sea under Sail (life aboard a sailing ship in the late 1800s); (2) Homesteading (Missouri to Oklahoma by covered wagon in 1890); (3) The Women's Suffrage Movement (interview with one of the many women who played an active role in winning the vote); (4) The Great Depression (interviews with three who lived through it); (5) The Dunkirk Evacuation (account of the confusion on the beaches and of one man's efforts to reach the safety of a ship); (6) The London Blitz (WW II, accounts by an ambulance attendant and by a dancer in a cafe that received a direct hit); (7) 1956 Hungarian Uprising (account by a Hungarian who took part in the uprising of the social, educational, and political changes that took place after the Communist takeover and of the uprising itself); (8) WW II Japanese-American Relocation (account by a Japanese-American sent to a camp in Arizona); (9) The Sinking of the Titanic (accounts by two who were on board); (10) Sailing Across the Atlantic (a young Englishman describes two attempts to sail the Atlantic in a yacht, 1976); (11) The Scopes Monkey Trial (the prosecuting attorney describes events leading up to the trial and problems participating lawyers faced); and (12) UFO Sighting (Edwards Air Force Base in California, 1965). Background information for each account is presented in the Listener's Guide.

Teaching Procedures

Teachers should listen to each tape before using it in class. To introduce a given recording to the class teachers may want to (1) share the background information in the Listener's Guide with the students or (2) present a question or problem for students to consider while listening. In cases where the tape is particularly long or difficult to follow, teachers should plan to stop the recording one or more times for review or discussion. The Listener's Guides include four or five follow-up discussion questions and several activities for each tape. Many of the questions require critical thinking or value analysis on the part of students; for example, "How reliable do you think Dewey Beard's account [of Custer's Last Stand] is? Why?"; "What reasons might there be for Miss Palchikoff's [Hiroshima survivor] unemotional tone?"; "Why do you think that Japanese-Americans were confined [during WW II] while Germans and Italians living in America were not?"; and "Why do you think the [London] Blitz had an entirely different effect on the British people from that expected by the Germans?" A large percentage of the activities require written work and could be used in either English or social studies classes. One suggestion is for students to make a list of emotionally charged words used by the commentator at the Nuremberg executions to show his feelings about the men who were executed; students then list equivalent words and phrases which could have been used to make the account more objective.

Evaluative Data

There has been no formal field testing of these materials. However, they have been favorably reviewed in several journals.

GOLD RUSH

Author:	Myron Flindt		
Publisher:	Interact Company P.O. Box 262 Lakeside, California 92040		
Publication Date:	1978	Grade Level:	4-8 (9-12)
Availability:	From publisher	Subject Area:	American History
Number of Players:	24 or more		

Overview

Gold Rush was developed to simulate life in the California mining camps of the late 1840s and early 1850s. In playing the game, participants are exposed to facts about gold, gold mining, and gold rushes, and become aware of the excitement, hardships and challenges of the gold rush. The daily instructions and student assignment sheets are aimed at upper elementary/junior high students but can be useful for high school students of lower ability. The simulation takes 2 1/2 weeks to complete and is designed to develop learning and research skills as well as critical thinking and decision-making skills.

Materials and Cost

Materials Package: Gold Rush. By Myron Flindt.
Student Guide: 24 pp., 8 1/2" x 11", paperbound; contains introduction, pregame instructions, decision sheets, background sheets, worksheets, suggestions for extra credit "Saturday Night Activities," and instructions for writing a research report
Teacher's Guide: 36 pp., 8 1/2" x 11", booklet with removable plastic spine; includes objectives, overview, preparation, daily lesson plans, pretest, transparency masters, reproducible student pages, and answer keys
Total Package: $23.50

Required or Suggested Time

The author has included a time chart and daily lesson plans for 13 class periods. Although some class time is allowed for working on the research paper and the optional "Saturday Night Activities," some students may need to work on these projects on their own time.

Intended User Characteristics

Gold Rush was designed for students in upper elementary and junior high schools of average to above-average ability. It can also be used with high school students of below-average ability. Teacher material and instructions as well as student material and instructions are very clear and can be used with little or no difficulty.

Rationale and General Objectives

The author states that the simulation ". . . allows students to vicariously experience the excitement, the hardships, and the challenges of a nineteenth century gold rush." The students also learn facts about gold, gold mining, gold rushes, and life in a mining camp. Other objectives are improved study and research skills and an appreciation of a miner's difficult life. The guide lists six knowledge objectives, two attitude objectives, and five skills objectives.

Content

Gold Rush simulates the gold prospectors' mining experiences in California of the late 1840s and early 1850s. The simulation presents background material about gold, gold

Data Sheet by Carol Krismann.

mining, and various 19th century gold rushes, emphasizing the history and impact of gold and gold rushes; prospecting techniques; and mining and mining camp experiences, problems, and dilemmas. As the teams try to collect gold, they answer 56 objective questions, taken from the background readings and lectures, dealing with such topics as getting to the gold fields, mining techniques, law and order, other gold rushes, and gold. For example, one question is "What did the early Colorado gold rushers paint on their wagon?" (Pike's Peak or Bust). In addition to the questions, fate cards describe experiences actually encountered by the California miners. A sample card states, "Mosquitoes are so thick that your pack mule has gone crazy and run off. You lose 20 golden nuggets." Although many fate cards bring misfortune, they can also bring good news. For example. "You find a small piece of gold quartz worth ten golden nuggets."

Procedures

The ultimate goal of the simulation is for each mining company to accumulate as much gold as possible. Preparation activities include projecting the map of the gold fields and the mining teams' assets graph onto a large bulletin board, and duplicating other components of the game from the Teacher's Guide. The first day of play students take a short pretest. Then, after students have read the introduction in the Student Guide, they are divided into eight teams, or mining companies, of at least three persons each. Each company receives 100 gold nuggets at the start to buy supplies and purchase passage to the gold fields. The roles of leader, recorder, and prospector, with their respective duties, are rotating so each team member has a new role each day. Players earn or lose gold nuggets in several ways: answering questions, making decisions, keeping a log, choosing fate cards, writing a research paper, and completing optional activities. Throughout the simulation, mining companies have to make several decisions and face the consequences. Their first decision is to choose a route to the gold fields, and then to stake a claim. Other decisions involve, for example, how to deal with a group of miners who built a dam upstream and how to give a Chinese man, accused of theft, a fair trial. Play proceeds through mining/claim jumping rounds. Each team draws a fate card and one to four question cards, depending on the kind of mining equipment the company has purchased. Correct responses to the questions earn the team gold nuggets; an incorrect response gives other companies the chance to "jump the claim" by answering correctly. To prepare themselves for these rounds, students read or listen to background information about the period and complete worksheets. An additional requirement is to write a research paper; this includes choosing a topic, finding resource materials, taking notes on note cards, organizing material, making a bibliography, and the actual writing. Optional "Saturday Night Activities" are suggested for students who need or want additional work. Many of these are "fun" activities--researching and performing dances done by miners, making a single concept film of something that happened to a miner, writing a poem about a mining camp--and can be presented in a special "Saturday Night" class period. The game ends with the fourth decision, when each team decides whether to give up the mining life or to head for other gold fields. Students then retake the pretest; all the nuggets are tabulated; and the team with the most gold wins the game.

Evaluative Comments and Suggestions

Gold Rush is interesting and informative and should increase students' knowledge of gold, gold rushes, and life in the mining camps, as well as improve their listening and research skills. If participants are to enjoy and understand the simulation, they will need to become thoroughly familiar with the information presented in the Student Guide, and the rules and objectives of the game. It is also important for the teacher to know the material in the Teacher Guide to successfully use the game. Both guides are very clear and comprehensive. The game is adaptable for use with students of different age and ability levels.

HALFWAY HOUSE: CRISIS IN CIVIC RESPONSIBILITY

Developers:	Mary Furlong and Louise Jacobsen
Editor:	Todd Clark
Publisher:	Zenger Publications, Inc. Gateway Station 802 Culver City, California 90230
Availability:	Social Studies School Service 10,000 Culver Boulevard P. O. Box 802 Culver City, California 90230

Publication Date:	1978	Subject Area:	Citizenship Education and Values Education
Grade Level:	9-12	Number of Players:	35 (25-40)

Overview

Halfway House is a simulation based on a real case which occurred in San Francisco, California. The case involved a zoning dispute between the Delancey Street Foundation and residents of the neighborhood in which the Foundation wished to locate a halfway house. In the simulation, the Foundation wishes to have a zoning exception so they can locate their rehabilitation center for former convicts, probationers, and drug addicts in the area, while the residents believe the zoning exception will break down the uniformity of the neighborhood. Students assume the roles of the mayor, city council, and citizens. They reenact a city council meeting at which the zoning appeal is heard. Other students are journalist observers who report on the meeting. Materials consist of a Teacher's Manual, role cards, and a field experience activity.

Materials and Cost

Materials Package: Paper envelope, 9" x 12", contains the following:

Teacher's Manual: 16 pp., 8 1/2" x 11", paperbound

Student Materials: 22 Citizen role cards, 7 City Council Member role cards, Mayor role card, 2 Journalist Observer Forms, Field Experience Activity

Total Package: $ 8.95

Required or Suggested Time

The simulation is designed for three class periods. If students do additional background work before the simulation begins and participate in the suggested field experience activity, the time could be extended to five or six days.

Intended User Characteristics

Halfway House is intended for use with high school students. Since there is very little reading required, able 7th- and 8th-grade students could also participate in the simulation. Because the simulation creates a conflict between well-to-do citizens and former convicts, students from lower socioeconomic backgrounds may have difficulty in understanding the position of the homeowners. The teacher should be prepared to carefully debrief the simulation and should be sure that the student chosen to assume the role of mayor is able to conduct the City Council meeting and maintain control of the class.

Rationale and General Objectives

Halfway House is "a vehicle through which discussion of . . . important questions may take place." These questions are: "(1) Should citizens of a community support changes which will contribute to the reduction of crime, even if those changes may have an adverse effect on ther lives? (2) Should facilities for helping ex-offenders be located in residential neighborhoods so that people who have been released from prison can participate normally in a community? (3) Does the 'average citizen' have

Data Sheet by Frances Haley.

any responsibility to help an ex-offender?" In addition, the authors want students to participate in solving a community problem by simulating how it is done by a city council.

Content

Delancey Street is a rehabilitation center for probationers, former convicts, and drug addicts. The Delancey Street Foundation has purchased a mansion in an upper middle class section of San Francisco. The San Francisco zoning code allows no more than five unrelated individuals occupying a single-family dwelling; therefore, Delancey Street applied for a zoning variation. The residents of the neighborhood believed that the variance would break down the neighborhood. In the original case, the San Francisco City and County Board of Supervisors decided against Delancey Street. However, in this simulation, students are given the background on Delancey Street, a scenario leading up to the City Council meeting, and then assume various roles and conduct the Council meeting.

Procedures

The procedures for conducting the simulation are very well detailed in the group leader instructions. Students are first given a brief background on Delancey Street and the game is described to them. The teacher then assigns students to the seven City Council roles; 22 citizen roles--11 favoring the variance and 11 opposing it; and six journalist observer roles. The instructions explain how to assign roles for a class larger or smaller than 35. Each participant is given a role sheet and is asked to become familiar with the role. The seven City Council members elect one as mayor; however, the teacher may want to assign the role of mayor. After roles have been assigned, read, and are understood, the citizens meet for strategy sessions to determine how they will persuade the City Council to vote for or against the variance. A 30 to 45 minute City Council meeting is held. Individual citizens present statements and City Council members may question them. Following the testimony, the City Council decides on whether or not to grant the variance. After they report their decision, the journalist observers are asked to present news reports they have written. A variety of alternative strategies for the journalist observers are given; for example, interviewing witnesses and members of the city council. A seating chart showing where various persons should sit during the City Council meeting is presented in the Manual. Nine debriefing questions are given, focusing mainly on the values issues related to the simulation. As a follow-up or enrichment activity, students are asked to find out if and where a half-way house could be built in their city. To do this activity, it will be necessary for the students to communicate with the zoning department. A second task would involve a visit to a halfway house. A field experience report form for reporting on such a visit is given in the Manual.

Evaluative Comments and Suggestions

Halfway House is written in a very straightforward manner. The simulation is simple and easy to follow and the roles are not complicated. There is not a great deal of depth to the roles, so the teacher may have to help the students think through what their positions would be on the issues. The simulation can be used to teach a variety of ideas and in a number of different class settings; for example, in a government class to teach the role of the city council or the role of the citizen advocate; in a law-focused education class to teach the problems ex-offenders have in reentering society; or in a sociology class to examine the problems faced by persons who have been institutionalized.

INDIVIDUAL LEARNING PROJECTS

Authors:	Various (see below)		
Publisher:	Interact P. O. Box 262 Lakeside, California 92040		
Publication Date:	1978	Grade Level:	9-12
Availability:	From publisher	Subject Area:	Multidisciplinary Social Studies

Overview

There are 16 titles in the Individual Learning Projects (ILPs) each of which has the same teaching strategies. The topics range from beauty and death to small claims court, sports, and the local community. The ILPs were developed to provide materials for individualizing instruction and for integrating instruction with community participation. Nine activities are presented for each topic: reading, taking notes, interviewing, observing, writing, role playing, personal project, debriefing, and testing. Various teaching options are given allowing for the entire class to deal with one topic, groups within the class to deal with different topics, a number of students to work on topics individually, or a single student to work on a single topic.

Materials and Cost

Materials Package: Plastic, self-sealing envelope, 9" x 12"; each set contains Teacher's Guide and five student booklets, 12 pp., 8 1/2" x 11", paperbound; 16 titles as follows:

Beauty. By N. Dixon Fish.
Claim. By David Hatz and Gary Zarecky.
Death. By Dave Yount.
Detective. By Arthur Peterson.
Five Faces. By Patricia Phelan and Noel Phelan.
High School. By William Lacey.
Locality. By Steve Denny.
Love. By Janie Yates.
Marriage. By Janie Yates.
Mirror, Mirror. By Camille C. Linen.
Mobility. By Ken Hogarty.
Persuasion. By Bob Wesolowski.
Religion. By Rick Reid.
Right Brain/Left Brain. By Patricia Phelan.
Sports. By William Lacey and Steven Byrd.
Television. By Thomas R. Brock.

1 or 2 sets, per set	$5.00
3 or more sets, per set	$4.50

Individual copies not available.

Required or Suggested Time

Individual learning projects are used by one student, by groups of students, or by the whole class. The Teacher's Guide presents four options, suggesting that each ILP, regardless of how it is used, can be completed in three weeks of 50 minute class periods. However, an individual student or a group of students could take as long as the teacher wishes to allow to complete their projects. The three-week time period can also be shortened if all nine activities are not included.

Intended User Characteristics

Students in grades 9 through 12, of average and above-average abilities, can successfully use the ILPs. Slower students can also complete some of the activities in the ILPs; however, other activities will be more difficult for them. For example, the second activity, taking notes on in-depth reading, may not be as easy for a poor reader as the third activity, which involves interviewing someone about the topic. The teacher need not have any special background on the topics, although use of the ILPs will require planning time as well as time spent with students to give them advice and review their progress. ILPs such as Mirror, Mirror or Persuasion would be ideal for use in language arts courses, while Religion, Death, and High School are appropriate for modern problems courses. Other ILPs could be used in world history, science, sociology, psychology, and law-focused education.

Data Sheet by Frances Haley.

Rationale and General Objectives

The publishers base their materials on three major beliefs: (1) the most difficult job teachers have is motivating students to participate actively in the learning process; (2) teachers can achieve such motivation by giving assignments which cause students to interact with other students and with adults both in school and in the community; and (3) instruction which requires participation can produce highly motivated, well-educated students. The publishers are also committed to four participatory principles: (1) a student learns best when given personal goals for himself and for the group; (2) goals must include performances which will develop self esteem; (3) greater student growth in knowledge, attitudes, and skills occurs when students interact with other persons; and (4) through participatory experiences, the student should feel committed to participate as a concerned student and later as a concerned citizen and adult. Each ILP has a set of general objectives. For example, the objectives for the ILP Television are: to deepen your understanding of how television affects our lives; to motivate you to broaden your education by contacting people in the real world outside of school; and to develop your confidence in your ability to function as an educated person.

Content

Each of the 16 ILPs focuses on a topic of current interest to Americans and provides opportunity for individualized learning and investigation. Beauty introduces students to standards for developing taste. In Claim, students learn about small claims court. Death presents society's attitudes about death and dying. Other titles and their topics are: Detective, using detective skills in everyday life; Five Faces, an introduction to transactional analysis for improving relationships with self and others; High School, probing the purposes of high school, its society, and the individual's place in it; Locality, investigating the past and present of the local community; Love, defining love and looking at relationships; Marriage, the purposes, expectations, and problems of marriage; Mirror, Mirror, the meaning and interpretation of fairy tales; Mobility, loneliness and sense of community in a changing society; Persuasion, the influence of communication techniques on attitudes and behavior; Religion, the history and development of religious thought and the place of religion in modern society; Right Brain/Left Brain, how to double thinking power by using both hemispheres of the brain; Sports, developing a personal philosophy about the impact of sports on the individual; and Television, analyzing the impact of television on thoughts and actions.

Teaching Procedures

Two different teaching structures are provided in the Teacher's Guide. One suggests options for grouping the class when using the ILPs. These include: (1) dividing the entire class into small groups to work on one topic; (2) dividing the entire class into small groups with each group working on a different ILP; (3) assigning a number of students who need extra work to work together on one ILP while the rest of the class continues their regular work; or (4) assigning an individual student to work on an ILP. The second teaching structure provides nine activities for the students to complete in each ILP: introductory reading of a background essay; in-depth reading and note taking from a provided reading list; interviewing a member of the community; observation of events or persons associated with the topic and writing of an observation report; a formal essay, integrating reading notes, the interview, and the observation; role playing of one of several situations provided in the guide; a personal project; debriefing by using a list of questions to discuss the project with the entire class; and constructing, administering, and grading a test. The activities are the same in each ILP. The teacher works with individual students or groups to make sure they understand each phase of the ILP and to provide additional information, activities, or assistance where needed.

Evaluative Data

Each of the ILPs has a note to the teacher asking the following questions: What worked? What didn't work? Why? Teachers are asked to return this information to the publisher to be used as evaluative data.

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INTRODUCTION TO SOCIOLOGY AND ANTHROPOLOGY

Author:	Seth D. Reichlin		
Publisher:	Prentice-Hall Media, Inc. 150 White Plains Road Tarrytown, New York 10591		
Publication Date:	1979	Grade Level:	10-12 (Adult)
Availability:	From publisher	Subject Area:	Anthropology and Sociology

Overview

Introduction to Sociology and Anthropology is a multimedia program consisting of 22 sound filmstrips plus additional readings and activity suggestions. The program emphasizes student comprehension of basic sociological and anthropological understandings and seeks to develop student ability to apply these basic concepts to social and cultural phenomena. A Basic Concepts component initially helps students develop research skills and vocabulary. The series then focuses on Community Studies, introducing five divergent field situations typical of those encountered by sociologists and anthropologists. Students explore work, leisure, youth and adolescence, and aging, comparing how these universal human experiences have evolved in each setting. Familiar with basic social science concepts, vocabulary, and research skills and placed in an investigative situation that requires application of those skills, students should achieve greater insight into culture and into how to analyze their own and other cultures.

Materials and Cost

Audiovisual kit: Introduction to Sociology and Anthropology consists of 2 programs:

Basic Concepts. Contains 2 color filmstrips (1 sound, 1 silent); cassette tape; 12 duplicator masters; Program Guide, 25 pp., 5 1/2" x 8 1/2", paperbound $75.00

Community Studies. Each contains 4 color filmstrips; 4 cassette tapes; 1 Program Guide, 26-34 pp., 5 1/2" x 8 1/2", paperbound. 5 titles: "Kumasi, Ghana," "Zinacantan, Mexico," "Huddersfield, England," "Clayton, Missouri," "Fall River, Massachusetts" $98.00 per title

Total Package: $465.00

Required or Suggested Time

The 22 filmstrips in this program range in length from 7-10 minutes each. The various filmstrips can be used individually as supplementary material or together as the basis of a five- to nine-week introductory sociology and/or anthropology course. The introductory component, Basic Concepts, can be varied in length according to the needs of the class. Class discussion, explanation of vocabulary, and follow-up activities require varying amounts of time and involvement. Each of the Community Studies components contains four sound filmstrips. The time allotted to the accompanying learning activities and class discussion is left to the teacher's discretion. Some activities will require only part of one class period, while others will require several days to complete.

Intended User Characteristics

The materials are designed for use with secondary students in general social studies/social science courses or in anthropology and sociology courses. While the filmstrips are not limited to any grade level, the level of difficulty in the recorded narratives and the activities and questions suggested seem more appropriate for secondary and community

Data Sheet by Diana Beer.

college students. Special teacher training in sociology/anthropology is not necessary, but a general background in social sciences and an awareness of field study resources would be helpful.

Rationale and General Objectives

Introduction to Sociology and Anthropology is designed to increase student awareness of basic sociology and anthropology concepts and to help students develop skills used by sociologists and anthropologists—"skills of observation, inquiry, hypothesis generation, pattern identification, contrast and comparison." The developers believe the structure of the program will help students apply these concepts and skills to case materials and, particularly, to their own communities. They state that "Ideally these case materials should be sufficiently diverse—ranging from what students might regard as familiar or commonplace to what they might regard as unusual or 'exotic.'" Within this context, the series should lead to a greater understanding among students of how cultures are analyzed and to enable them to broaden their perspectives and gain insight into familiar and unfamiliar cultures.

Content

This program introduces students to cultural analysis techniques and case materials used by sociologists and anthropologists. It consists of an introductory program and five Community Studies. Basic Concepts, the introductory program, begins with an overview of sociological and anthropological concepts and skills. Special emphasis is given to defining and illustrating key terms and explaining social science techniques. Key concepts include acculturation, lineage, division of labor, and rite of passage. The Community Studies focus on five communities which are adjusting to social change in different ways: Zinacantan, Mexico; Fall River, Massachusetts; Huddersfield, England; Kumasi, Ghana; and Clayton, Missouri. Each includes four filmstrips analyzing work, leisure, youth and adolescence, and aging in the particular cultural climate being studied. The filmstrips emphasize modifications and adjustments which community members have made to social change brought about by technological advancement, immigration, population pressures, environmental problems, urban problems, and alienation of minority ethnic groups from the dominant community. They are enhanced by interviews with community members and narrative commentary defining social science terms and concepts as they are introduced. The concluding filmstrip, "Applying Skills" (Part II of Basic Concepts), is a silent filmstrip that checks student understanding of and ability to apply the concepts and skills introduced. It consists of photographic excerpts from material presented and reinforces concepts as a means of stimulating further discussion and analysis.

Teaching Procedures

The developers state that the materials included in the series present a variety of teaching options "so that differences in the requirements of individual courses and instructors can be accommodated." Consequently, the strategies suggested in the Program Guides are meant to be modified according to time available, personal teaching styles, and the needs of the class. The Basic Concepts Program Guide presents an overview of teaching strategies with specific tips on how to help students define and apply the skills they will acquire throughout the program. Information is presented also on stimulating discussion and analysis, encouraging students to participate, evaluating activities, and using the spirit masters. (The spirit masters contain background information on sociological and anthropological concepts, a short-answer test, a glossary of terms, study and research assignments, and an "Applying Skills" worksheet.) The five Community Study Program Guides present background information on each community, instructional objectives, synopses of the filmstrips, questions to be discussed before and after viewing each filmstrip, and learning activities which involve students, for example, in keeping diaries, doing research, and preparing photographic research essays on their own communities. Teachers are encouraged to pick and choose among the many suggested activities. Each guide also provides a list of additional sociology and anthropology readings for students and teachers.

Evaluative Data

The publisher reports that Introduction to Sociology and Anthropology was tested prior to publication at Richfield High School, Richfield, Connecticut, and that student and teacher feedback was incorporated into the final published version.

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KING TUTANKHAMUN: HIS TOMB AND HIS TREASURE

Script Author:	The Associated Press		
Publisher:	Pathescope Educational Media, Inc. and The Associated Press 71 Weyman Avenue New Rochelle, New York 10802		
Publication Date:	1978	Grade Level:	7-12
Availability:	From publisher	Subject Area:	Archaeology and World History

Overview

Students who were unable to view the King Tut exhibit during its United States tour will have an opportunity to view some of the "treasures" of the archaeological find. This two-part filmstrip program presents a basic overview of the dig and of the objects found. Developed for junior and senior high students, the program can supplement a world history or archaeology course. The filmstrips contain striking color photography of the objects which were part of the tour, as well as some which were not part of the touring exhibit. The Teacher's Manual contains the narrative script, as well as background information for the teacher and suggested supplementary/research activities for the students.

Materials and Cost

Materials Package: Cardboard box, 10 3/4" x 12 3/4" x 2", containing two filmstrips and accompanying cassettes, King Tutankhamun: His Tomb and His Treasure, Part 1 and Part 2; Teacher's Guide, 8 1/2" x 11", paperbound, 12 pp.; color poster, 24" x 35"	
Total Package:	$65.00

Required or Suggested Time

A combined showing of the two filmstrips requires approximately 23 minutes each. Both can be viewed during one class period, or they can be shown on two separate days. The amount of time required for discussion, follow-up activities, and related research is left to the discretion of individual teachers.

Intended User Characteristics

The supplementary package is designed to be used with junior and senior high school students. The materials can be incorporated easily in a world history course or a supplementary unit on Egypt or archaeology. Most students should be interested in the striking color film and the ideas introduced, such as reincarnation and mummification. Because the filmstrips are very basic and introductory in nature, teachers may wish to spend some time researching the period of King Tut to be able to answer some of the questions students may ask.

Rationale and General Objectives

Although the specific objectives of the material are not stated, the program can be used to supplement the study of Egypt, or it can serve as an introduction to the mysteries and discoveries of archaeology. Because not all persons were able to see the Tut exhibit when it toured the United States, students will, through the use of the filmstrips, be able to view the treasures. In addition, the filmstrips provide a basic introduction to an archaeological dig which unearthed many treasures, but also left many questions unanswered.

Content

Two filmstrips and accompanying cassettes comprise the program package. The first filmstrip deals primarily with the discovery of the tomb of Tutankhamun by Howard Carter in 1922. Background information about the Nile Valley and Carter's exploration are presented. The second part of the program focuses on the various treasures which were discovered in the tomb. The treasures are briefly analyzed in

Data Sheet by June Ramos.

terms of their historical, religious, political, and cultural significance. The filmstrips make use of vivid color photography, displaying many of the objects on the tour as well as some that were not a part of the exhibit. The filmstrips also present some of the "mysteries" associated with the find, such as the "early" death of Lord Carnarvon, the financier of the dig. When he died, shortly after the discovery of the tomb, Cairo was hit by an unexplained power failure, and simultaneously, his dog in England howled and died. The program also includes a full-color poster of the solid gold mask of King Tut.

Teaching Procedures

The Teacher's Manual introduces and summarizes the filmstrips and includes a written narrative of the tape cassettes. A brief introduction and a section entitled "Added Insights for the Teacher" provide background information on Egypt and the Tut exhibit. Suggestions for supplementary activities are provided. Primarily these are research projects which individuals or groups of students can engage in. For example, one suggestion is to have teams of students research a topic and act out a class play they have written based on their research. Among the topics suggested are: "A young grave robber enters Tut's tomb"; and "An apprentice works in the necropolis where Tut is embalmed, and records the entire process, from the time of death to the sealing of the tomb." A brief bibliography of selected readings concludes the Teacher's Manual.

Evaluative Data

The publisher s indicate that no formal field testing or evaluation has been conducted on the materials.

LAW IN A CHANGING SOCIETY

Directors:	B.R. Sullivan and Lanette Baker Sullivan		
Publisher:	Law Focused Education, Inc. 3700 Ross Avenue Dallas, Texas 75204	Publication Date:	1975-78
		Grade Level:	4-12
Availability:	Region XIII Education Service Center 7703 North Lamar Boulevard Austin, Texas 78752	Subject Area:	Legal Education

Overview

The Law in a Changing Society series consists of 27 law-focused education units, for grades 4 through 12. All have been designed to be used as supplements to ongoing courses. They could, however, be used alone as the basis of a legal education minicourse. Some of the activities would need to be modified as they reflect Texas law and regulations. Teachers are provided detailed directions for implementing the lessons and a Handbook of Strategies which would be useful in any class.

Materials and Cost

Intermediate Grades: 3 kits, with student activities; spirit masters, transparencies, and patterns; Teacher's Guide, 24-28 pp. Titles: Book 1 (grade 4): Who Needs Law?; Book 2 (grade 5): Our Main Law: Our Living Constitution; Book 3 (grade 6): Law in the City — $10.00 each

Grade 7: Law in the Lone Star State. 106 pp., paperbound — $ 1.50

Teacher's Edition: 203 pp., looseleaf, 3-ring binder — $12.50

Grade 8: American History. 6 kits with classroom activities and Teacher's Guide. Titles: After the Hearing: Dispositional Alternatives in Juvenile Justice; The Constitution: Creation, Growth, and Change; The Right of the People to Be Secure; Right to Freedom of Expression; Right to an Impartial Jury; The Road to Religious Freedom — $18.00 each

Grades 9-12: American Government. 7 kits with classroom activities and Teacher's Guide. Titles: Power: Federalism and Separation of Powers; Justice: Due Process and Criminal Procedures; Liberty: Freedom of Expression; Free Press vs. Fair Trial; Learning About the Police; Justice: A Fair Jury; After the Trial — $ 18.00 each

Grades 9-12: American History. 6 kits with classroom activities and Teacher's Guide. Titles: Legal Equality and the Fourteenth Amendment; The Supreme Court: A Vital Institution in American History; The Supreme Court and Franklin Roosevelt: Court Packing or Court Reform?; Law in American Economic Life; Relocation of the Japanese Americans; Law-Focused Activities for Senior High American History — $ 18.00 each

Additional Materials: Handbook of Strategies. 16 pp., paperbound. Included in each unit.

Required or Suggested Time

Different amounts of time are required for these units. The authors suggest that the activities for grade 4 would take 19 hours; grade 5, 7 hours; and grade 6, 16 hours. Each of the units for grades 8 through 12 should take

Data Sheet by Mary Jane Turner.

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from 5 to 20 days to complete. Law in the Lone Star State, which consists of 5 units, could take as long as 9 weeks. The activities and units are remarkably flexible. Many can be used alone; most could be expanded.

Intended User Characteristics

The materials are so action-oriented that reading level may not be as critical a concern as in textual programs. Despite this, an application of the Fry formula to several units indicates they are written at grade level. Teachers should feel comfortable using the discovery method of inquiry and encouraging students to explore alternative solutions to real and hypothetical problems.

Rationale and General Objectives

The authors believe that the American democratic system is dependent upon an informed and competent citizenry. They state that "the introduction of law into the social studies provides opportunities for students to develop skills in moral reasoning, to acquire legal concepts, and to gain an appreciation of the legal system." Objectives are dependent upon the following generalizations: "(1) All people have law. Law provides for order in human relationships and makes life more predictable; (2) Diversity and conflict are ever-present in society. Law and the legal system provide the mechanism for balancing conflicting interests; (3) Law evolves as a result of the changing needs and values of the people; (4) Laws and values of a society are interrelated. Values are reflected in the laws, and the laws reinforce the values; (5) Law in a democratic society defines the legitimate powers of government and protects the rights of the individuals within the society; (6) The validity of our democratic system is dependent upon the choices made and the responsibilities assumed by each individual."

Content

This series has different content emphases for each of the levels. The intermediate books are designed to be used with basal social studies programs. Who Needs Laws?, level 4, examines the role and function of law. Level 5 focuses on the dynamic aspects of the Constitution and the American values which it reflects. Level 6 is a study of local law and government. Law in the Lone Star State, designed to supplement the 7th grade Texas history program, traces the historical development of law in Texas. The model which is used could be modified to achieve the same objectives in other states. The six units in the 8th grade American History program deal with juvenile justice, the dynamic Constitution, and rights related to security, freedom of expression, religious freedom, and impartial juries. The senior high American Government program deals with the concepts of power, justice, liberty, free press, and fair trial. Two units focus on the police and post trial situations. The senior high American History program examines the Fourteenth Amendment and the Supreme Court. Special topics treated include the reforms proposed by Franklin Roosevelt and the relocation of Japanese Americans during World War II. This program also has one unit that is totally activities based.

Teaching Procedures

Teaching strategies are designed to actively involve students. Questioning is considered a vital component and teachers are provided with specific probe questions for each lesson to help students determine facts, identify issues, explore alternatives, and make judgments. The Handbook of Strategies contains further examples of questions and provides directions for 27 different generic strategies to be used as the teacher sees fit. Among these are role playing, brainstorming, ranking, unfinished story alternatives, the case method approach, the mock trial, quick survey, and learning stations. An indication of the completeness of the directions for conducting each of these strategies can be gained from those presented for the structured discussion. It is suggested, first of all, that this technique is useful for providing a balanced examination of a topic or concept. Several variations of the technique are described. Spotlights, for example, involves dividing the class into groups of three. Members of each trio play roles of responder, clarifier, and summarizer. Each responder listens to a statement by the teacher and has a designated amount of time to respond without interruption. The clarifier listens to the responder and asks clarifying questions. The summarizer listens to both and gives feedback on the process by indicating how well the other two fulfilled their roles and by giving examples.

Evaluative Data

These units have been used extensively by the developers in classroom settings. Some of the activities have been drawn from other sources and refined or developed more fully.

MODERN WORLD PROBLEMS

Project Directors:	David Sylvester and Tony Boddington		
Publisher:	Greenhaven Press, Inc. 577 Shoreview Park Road St. Paul, Minnesota 55112		
Publication Date:	1977 (England) 1979 (United States)	Grade Level:	10-12
Availability:	From publisher	Subject Area:	Contemporary Issues and Political Science

Overview

Modern World Problems introduces high school students to three current global issues: the Arab-Israeli conflict, the conflict in Ireland, and the rise of Communist China. Presenting a wide range of conflicting and contrasting viewpoints through primary source accounts and documents, the texts offer an "opposing viewpoints" approach to the issues. The books may be used independently to supplement existing curricula, or they may be used to form a sequence of units for a contemporary issues course. Each text contains primary source readings presenting contrasting viewpoints, illustrative photographs, graphs, maps, cartoons, and a glossary of terms.

Materials and Cost

Student Texts: 3 books, 7 1/2" x 9 3/4". Titles as follows:
Arab-Israeli Conflict. 96 pp.
The Irish Question. 96 pp.
The Rise of Communist China. 88 pp.

paperbound	$ 3.95 each
hardbound	$ 9.95 each

Required or Suggested Time

The series may be used in a variety of ways. Selected chapters from the individual texts could supplement existing world history or current issues courses. A single text could form the basis for a two- to three-week unit on a specific topic. The texts may be used together to form the core of a one quarter current issues course.

Intended User Characteristics

The Modern World Problems series would be appropriate for use by senior high school students within the normal range of intellectual capability. Students of differing abilities are likely to be motivated both by the use of primary, conflicting source materials and by the inclusion of illustrative photographs, maps, and charts. Given the diverse nature of the primary source materials, application of a standardized readability instrument would not be appropriate. Clearly, however, the reading level ranges upward from a 10th-grade level. Teachers using the texts need to be flexible in leading classroom discussion in a manner that integrates the diverse materials and assists student understanding of the complex issues. The series could best be used by a teacher who has some familiarity with the issues.

Rationale and General Objectives

Modern World Problems was developed by the British Schools Council, an organization jointly established by the British Department of Education and Science and British teacher organizations. The series is intended to provide classroom teachers with innovative materials for the teaching of history courses. The general objective of the series is to explore three current areas of global concern, which engage a number of nations in political, economic, and military conflict. The texts attempt to stimulate student interest and personal involvement in complex, controversial issues through the use of primary source material and personalized accounts.

Data Sheet by Kenneth A. Switzer.

Content

Each text focuses on a single issue of current global concern: the Arab-Israeli conflict, the conflict in Northern Ireland, and the rise of Communist China. Primary source accounts and documents, photographs, cartoons, tables and graphs, and biographical sketches are used to present a range of conflicting and contrasting points of view surrounding these topics. The views represent a broad historical spectrum. For example, in the separate texts students will encounter the writings of various authors and reporters, the views of politicians and government officials, statements by revolutionaries, and contrasting viewpoints of average citizens. Each text places the issue in historical perspective in the early chapters and then proceeds to explore current aspects of the issue. The Arab-Israeli Conflict is introduced by chapters on British rule in Palestine, the establishment of the state of Israel, and the origins of the current conflict. The second part of the text covers Palestinian refugees and Palestinian liberation movements, the role of the United Nations in dealing with the ongoing conflict, and the role of the super-powers (the U.S.A. and the U.S.S.R.). The Irish Question examines the historical origins of the conflict in Ireland and presents opposing points of view on the struggle for home rule, the civil war and partition of Ireland, Protestant supremacy in Northern Ireland, the demand for civil rights and the outbreak of violence in October 1968, and the continuing hostility since that time. The Rise of Communist China presents accounts of the revolution and explores social and economic changes under the leadership of Mao. Chinese relations with the U.S.S.R. and the rest of the world are also examined.

Teaching Procedures

A teacher's guide does not accompany the series. Each text emphasizes student reading of contrasting materials with a narrative built into the texts to provide continuity. An obvious teaching strategy would involve open-ended student discussion of contrasting viewpoints. Conflicting views presented in the texts would provide interesting material for values clarification exercises focusing on personal attitudes of the students. Numerous maps, graphs, photographs, and personal narratives provide data for classroom activities dealing with stereotypes and perceptions.

Evaluative Data

No formal classroom evaluations of the series have been conducted.

NEW AMERICA, THE: WRITINGS BY EARLY OBSERVERS

Producer:	Films Incorporated		
Publisher:	BFA Educational Media 2211 Michigan Avenue P. O. Box 1795 Santa Monica, California 90406		
Publication Date:	1977	Grade Level:	9-12
Availability:	From publisher	Subject Area:	American History and Language Arts

Overview

The New America: Writings by Early Observers, a set of six sound filmstrips, provides an introduction to early American non-fictional literature and art which will give students in the American history classroom a feeling for life in 18th and 19th century America. Each of the filmstrips focuses on one writer and his particular viewpoints of America. In discussing the filmstrips, students analyze and compare the various points of view.

Materials and Cost

Audiovisual Kit: Cardboard box, 7" x 9 1/2" x 3 1/2". Contains 6 color filmstrips; 6 cassette tapes, Teacher's Guide, 46 pp., 5 1/4" x 8 1/4"

Total Package: $114.00

Filmstrip titles as follows:

- J. Hector St. John de Crevecoeur
- Alexander Hamilton
- Benjamin Franklin
- Alexis de Tocqueville
- Charles Dickens
- Francis Parkman

Required or Suggested Time

This set of filmstrips is designed to supplement an American history or American literature class. Each of the six filmstrips requires approximately 15 minutes viewing time. An additional 20 to 40 minutes should be allowed for discussion. The Teaching Guide suggests that the filmstrips can also be presented as a single unit; in this case, five or six class periods should be sufficient.

Intended User Characteristics

The Teaching Guide indicates the filmstrips can be used with junior-senior high, college, or adult audiences to supplement United States history or literature and language courses. Teachers should familiarize themselves with the materials before showing them to the class.

Rationale and General Objectives

The Teaching Guide states the rationale for the program as follows: "Most of us learn about America's history through interpretations by modern historians. While textbooks are necessary for an overview, they need supplementary material which creates the feeling of the period. These six filmstrips open a curtain on American life in the colonial eighteenth century and into the nineteenth century, from New England to the western frontier. And they do it through the words of some of the best writers of the times and with authentic period art, as well as recreations of dramatic incidents." Four series objectives are as follows: (1) to identify names, dates, and regional origins of the six authors; (2) to describe the major focus and significant insights of the work of each; (3) to analyze the strengths and limitations of each point of view; and (4) to make major inferences about the changes and developments in America during the period covered.

Content

Each of the six sound filmstrips in The New America: Writings by Early Observers is based on excerpts from the works of 18th and 19th century authors and is illustrated with period art. Each selected work shows a particular

Data Sheet by Judith E. Hedstrom.

viewpoint of America and Americans. The authors represented, and their works, are as follows: (1) J. Hector St. John de Crevecoeur--Letters From an American Farmer; (2) Alexander Hamilton (no relation to the Founding Father)--Gentlemen's Progress; (3) Benjamin Franklin--The Autobiography of Benjamin Franklin; (4) Alexis de Tocqueville--Journey to America; (5) Charles Dickens--American Notes; and (6) Francis Parkman--The Oregon Trail. These particular authors "were all chosen for their excellence as writers." However, the absence of female and minority points of view in the program is conspicuous. The writers represent a distinguished, aristocratic French officer, a wealthy medical doctor who immigrated from Scotland, an American who rose from poverty and obscurity to become an accomplished statesman and scientist, a liberal French artistocrat, an English novelist who had risen from poverty to worldwide fame, and a Harvard graduate from a wealthy family--hardly representative of the common people in America; yet each does offer some insight into life in the America they knew. Each has his own prejudices; but by comparing the different points of view, students should get a feel for the times not always conveyed by traditional American history textbooks.

The selections are often poetic, revealing the feelings of the writer; the writers relate their philosophies and numerous incidents from their lives and journeys in America. The following are examples: "In this great American asylum, the poor of Europe have met together. Urged by a variety of motives . . . here they become men. In Europe they were as so many useless plants. They withered and were mowed down by want, hunger, and war. But here they have taken root and flourished" (de Crevecoeur). "An ancient people, the first and legitimate master of the American continent, is vanishing daily like snow in sunshine, and disappearing from view over the land. In the same spots and in its place another race is increasing at a rate that is even more astonishing. It fells the forests and drains the marshes . . . the wilds become villages, and the villages towns" (de Tocqueville). And, speaking of a canal boat ride, "it was somewhat embarrassing at first, to have to duck nimbly every five mintues whenever the man at the helm cried 'Bridge!' and sometimes when the cry was 'Low Bridge!' to lie down nearly flat" (Dickens).

Teaching Procedures

Students are involved in viewing and discussing the six filmstrips. For each, the Teaching Guide provides a synopsis of the filmstrips, background information on the writer, several discussion questions, and the filmstrip text. Although some of the discussion questions require mere recall, most of them call for students to analyze values and points of view, compare and contrast, summarize, and characterize. At the end of the guide there are two discussion questions on the series as a whole, several broad topics for further research, and a bibliography of eight additional early American writers, including one woman. Suggestions for using the filmstrips in both history and English classes are also given.

Evaluative Data

The program has been reviewed in several journals. For further information, contact the publishers.

NEWSWEEK EDUCATIONAL PROGRAM

Director:	Richard N. Burch		
Publisher:	Newsweek Educational Division 444 Madison Avenue New York, New York 10022		
Publication Date:	Continuous	Grade Level:	10-12
Availability:	From publisher	Subject Area:	Contemporary Problems and Multidisciplinary Social Studies

Overview

The use of weekly news magazines in the social studies classroom is becoming more popular. The Newsweek Educational Program is designed to provide teaching materials to reinforce student comprehension of current issues and topics. The program consists of seven components offering a variety of strategies that teachers may use to explore complex issues in areas such as government, law, economics, and culture. Each of the components may be used separately but it is suggested that the most effective approach involves integrating the materials into existing curriculum. Both highly motivated and unmotivated students should find the program to be a stimulus for further discussion and reading.

Materials and Cost

Materials Package: 7 teaching aids, all materials 8 1/2" x 11" unless otherwise indicated.
Map-of-the-Month and Worksheet. Map, 35" x 45"; worksheet, duplicator master; 3-4 issues per semester
Current Affairs Case Studies. Each contains teacher's guide, 6 visuals for transparencies, 15 1-2 pp. readings on duplicator masters, paperbound; 1-2 issues per semester
News Focus. Each contains teacher's guide, 10 visuals for transparencies, paperbound; 1-2 issues per semester
News Pointer. Folder; each contains 8 narrative readings on duplicator masters; 1-2 issues per semester
Current News Quizzes. 2 duplicator masters, 40 items each; 3 issues per semester
Current News Test. 4-7 duplicator masters, approximately 100 items each; 1 issue per semester
Multimedia Kit. Cardboard box, 14" x 13" x 3", contains color filmstrip with cassette, Current Affairs Case Study, Map-of-the-Month and Worksheet; 1 kit per year

All materials free with minimum order of 15 student subscriptions of Newsweek per semester

Student subscription $5.50 per semester

Required or Suggested Time

These materials are designed to be used in coordination with Newsweek magazine, a weekly periodical. The materials are supplementary in nature and may require from one class period to three weeks to complete, depending on student and teacher needs.

Intended User Characteristics

While no grade level is specified, the program would be most effective with 10th through 12th grade classes; it can be integrated into virtually every area of the social studies curriculum. Many of the materials contain readings which follow a magazine style of writing, making them effective with a variety of students. The materials should enable students of lesser ability to gain a simple knowledge of contemporary issues. They should lead the more mature readers to a higher level of understanding, enable them to gain insight into and responsibility toward the issues, and provide a basis for further research and study. No teacher training is required for using the program although it would be useful for teachers to keep informed of current events and issues.

Data Sheet by Paul Mulloy.

Rationale and General Objectives

The primary purpose of the Newsweek Educational Program is to put students in touch with contemporary issues and topics which are relevant to their lives. By building instruction around a weekly magazine, teachers can vary the everyday school routine, assist students in developing analytical and critical thinking skills, and help students to enjoy themselves, while learning about important social, political, and economic issues. The overall aim is to go beyond surface news to analyze the underlying forces which shape current events. The developers feel that once students have been exposed to these issues, they will become more actively involved in their solution. In addition, they suggest that these materials are an ideal resource for teaching basic social studies concepts and thereby achieving many of the objectives found in the social studies curriculum.

Content

Newsweek magazine focuses on current national and international issues and topics, touching on all the social science disciplines. The educational program contains a variety of ready-to-use support materials for activities, projects, and discussion. It includes seven components. A monthly map with accompanying worksheet illustrates key places and topics in the news, such as "Central America: Another Cuba?" and "Iran: The End of an Era." The maps are complete with current and historical facts, graphs, and charts. Each Current Affairs Case Study examines a particular social studies theme and traces its significance throughout history, up to the present day. The case study provides a detailed teachers guide and enough materials for a full, in-depth teaching unit. One recent issue examined ethnic separatism, focusing on Canada's Quebecois, Spain's Basques, and Nigeria's Ibos. News Focus, a 16-page visual kit with maps, charts, pictures, cartoons, and diagrams (all easily made into overhead transparencies), focuses on a specific news topic. Five pages of text and study questions supplement the visuals and encourage students to probe issues like "The Nuclear Genie" and "The Search for Self." News Pointer consists of eight duplicator masters with current news, background information, and discussion questions on a timely topic. Among the topics examined in recent issues are, "American Culture/Lifestyles, 1950-1979," "The Public Payroll," and "Energy: The Future Shock." A multimedia kit is also offered each year on a topic of current interest. It includes a color filmstrip, a Current Affairs Case Study, and a wall display. The kit for the 1978 program, for example, was "The American Family: The Challenge of Transition." In this unit, students examine the role of the American family over the past 200 years and consider questions such as "Is there a future for the nuclear family unit?" "What changes have occurred in the familiar family unit?" and "What part do changing male/female roles play?" The final two components of the program are evaluation items; Current News Quiz, designed to check student comprehension three times a semester, and Current News Test, which provides a 100-question semester review.

Teaching Procedures

The materials provided in the Newsweek program help students to analyze the underlying forces which shape current events. The components of the program allow for a variety of teaching strategies. For example, the monthly map and worksheet can be used as the basis for visual activities, reading assignments, and discussion. Student interest and involvement in topics of current interest might be further encouraged through the case studies and readings found in several of the components. These often present conflicting points of view, encouraging students to analyze various issues on their own. Charts, graphs, tables, and maps are provided in other components, which teachers can use to help students analyze data, formulate questions, research new information, and evaluate the significance of the data. In addition, the materials may assist the teacher in organizing class projects, debates, or role-playing situations. The current events quizzes and semester tests should enable the teacher to check student retention of key current events and issues.

Evaluative Data

There is no evaluative data available, but, according to the publisher, over 3,000 school systems use the program at the secondary level.

OUR AMERICAN MINORITIES

Author:	Ann Elwood with Milton Finkelstein, Consultant		
Publisher:	Globe Book Company 50 West 23rd Street New York, New York 10010		
Publication Date:	1978	Grade Level:	5-9
Availability:	From publisher	Subject Area:	Ethnic/Minority Studies

Overview

Our American Minorities is a softcover text with an accompanying Teaching Guide written deliberately in simple language. The reading level was tested at a high 4th grade based on a Fry readability analysis. Many special features, such as short lessons, vocabulary and reading activities, advance organizers, and chapter summaries make the book useful to students with reading problems. The book introduces students to eleven minority groups in the United States. A brief history of the entrance of each group into United States history is given, and modern-day problems are discussed. There are numerous black and white photos, sketches, graphs, and maps throughout the book. Primary sources, poems, and stories are used frequently. Famous members of the ethnic groups are often the subject of these readings.

Materials and Cost

Student Text: Our American Minorities. By Ann Elwood. 310 pp., 7 1/2" x 9 1/4", paperbound	$ 4.95
Teacher's Guide: 36 pp., 5 1/2" x 8 1/4", paperbound; free upon request	

Required or Suggested Time

The developers do not suggest a time schedule for use of this book. The book would be most appropriate as a supplemental reading book in an American history course. It could also be used as the basis of a seven- to nine-week course on minorities in America. Teachers will have to allow time for preparing daily lesson plans; several sample lessons are provided in the Teaching Guide.

Intended User Characteristics

Our American Minorities is specifically written for 5th-9th grade students reading at the 4th-grade level. There is a heavy emphasis on skills throughout the book, particulary reading comprehension skills. In the analyst's opinion, the book should thus be used with students who need additional application and reinforcement in reading. It would be useful as a supplement to American history or other social studies classes. The content is extremely simplified and teachers should be prepared to supplement the book with additional readings if students are interested in learning more about specific ethnic groups.

Rationale and General Objectives

There is no stated rationale for this text. However, the following quote was taken from the Teaching Guide: "Almost everyone in the United States is a member of some minority group. Our American Minorities seeks to tell the stories of eleven of these minorities." It would seem that another major aim is to help students develop reading comprehension skills. The Teaching Guide also emphasizes the development of social studies skills such as forming and supporting opinions, reading maps, making inferences, and determining sequence of events.

Content

The 36 chapters in the book are divided into 11 units. Seven units deal with ethnic groups; and three with other minorities--Catholics, women, and the poor. These eleven units are: American Indians, Black Americans, Mexican Americans, Chinese Americans and Japanese Americans, Catholic Americans, Jewish Americans, Puerto Rican Americans, Italian Americans, the poor, and

Data Sheet by Anthony Codianni.

women. The last unit deals with "the role of the government in the march of minority groups towards equality for all Americans." There are one to nine short chapters in each unit with the unit on Black Americans being the most extensive. Units generally begin with an illustration and a short overview. The chapters in each unit begin with the history of a particular group and end with consideration of the people and their problems today. Vocabulary words with pronunciation guides and definitions are provided at the beginning of each chapter. These words and their definitions also appear in the glossary. Key questions appearing in colored boxes at the beginning of each section within a chapter help develop main ideas, guide reading, and spark discussion. A short summary highlights the key points of the chapter and prepares the students for the exercises that follow. A map section, a glossary, and an index appear at the back of the text.

Teaching Procedures

Students are expected to read each chapter and complete the end-of-chapter exercises in class. Many of the activities involve teacher-directed reading and discussion with a major emphasis on social studies and reading skills. A "Do You Remember" section at the end of each chapter provides multiple choice recall and comprehension questions. The "What Do They Mean?" section provides a review of vocabulary using context clues. "Things to Talk About" tests such skills as making inferences, evaluating, and interpreting. "Time Lines" provide a way for students to see time relationships and understand sequence of events, and "Maps and Globes" helps students learn how to locate places on a map. Finally, "Things to Do" suggests follow up activities. In all these activities, students practice skimming, direct recall, finding word meaning in context, making inferences and comparisons, sequencing events, forming opinions, researching, and reading maps. Four model lesson plans are provided in the Teaching Guide with specific objectives, motivations, procedures, and follow ups. The lessons are Introducing the Textbook, Developing Social Studies Skills, Introducing Time Lines, and Developing Reading Skills. The second lesson, for example, lists four specific objectives: to understand how Native Americans lived before the coming of the Europeans; to understand the many factors involved in the meeting of different cultures; to develop skills in making judgments, comparing and contrasting, and forming opinions; and to develop map skills. As a motivating activity students consider how they think the real story of the Indians is like that shown in movies or on TV. Lesson procedures follow. These suggest ways to use the various textbook features. After students read an ancient Indian story, a teacher could ask "What is the lesson of this story?" For follow up the Guide suggests using the activities in "Things to Do," having students do further research or write a story. The Teaching Guide also includes a section on the development of skills cross referencing specific activities with specific skills. The remainder of the Guide provides answers to all the questions at the end of the chapters.

Evaluative Data

The materials have not been formally field tested.

OUR SOCIAL AND CULTURAL HISTORY: AMERICAN STUDIES

Author:	Frank Alweis		
Publisher:	Globe Book Company, Inc. 50 West 23rd Street New York, New York 10010		
Publication Date:	1977	Grade Level:	7-12
Availability:	From publisher	Subject Area:	American History and American Studies

Overview

Our Social and Cultural Heritage is an American studies text designed with reluctant learners and poor readers at the secondary level in mind. The text can be used either to supplement a traditional American history course or as the basic text for a semester or year-long American studies course. The reading selections are short and include numerous questions to motivate students and help them understand the material. Source materials are used in every chapter section. These are used to make the text more interesting and develop inquiry skills. The Teacher's Guide includes helpful introductory information, tips for lesson planning, five model lesson plans, and answers to the questions in the text.

Materials and Cost

Student Text: Our Social and Cultural History. 326 pp., 7 5/8" x 9 1/2", hardbound	$ 6.12
Teacher's Guide: 32 pp., 7 1/2" x 9 1/4", paperbound	FREE

Required or Suggested Time

The text consists of 12 units and 44 chapters. Within each chapter are several sections, each "written to provide the basis for one day's lesson." These sections are very short—rarely more than two pages in length. Generally, the ability levels of the students will determine the number of sections to be covered in a class period and the amount of time required to complete the text. The text could be used in its entirety for a semester, or in some cases, a year-long course. It is perhaps better suited as a supplementary text for a traditional American history class. If used in this way, selected units or chapter could be used independently.

Intended User Characteristics

The Teacher's Guide indicates that Our Social and Cultural History was designed for average and below-average secondary school students, particularly those with motivational problems or reading problems. According to the Guide, the text was tested at a 7th- to 8th-grade reading level using the Dale-Chall formula. Our own analysis using the Fry graph indicates a slightly higher reading level. Source materials have been used profusely; these have been adapted to help slower readers by defining or eliminating difficult words and simplifying complex sentences. Despite the low reading level, the Guide claims that because of the high interest level of the materials and concepts, "the text is useful with abler students as well."

Rationale and General Objectives

"Our Social and Cultural History is designed to provide secondary school students with an understanding of how American institutions and value systems have developed and how our popular culture has reflected this development." The author discusses three general objectives. The first is readability; the text not only aims to provide materials average and below average students are able to read but it seeks to tap their "natural interest in such topics as family life, work, education, women's roles, and popular culture

Data Sheet by Judith E. Hedstrom.

by presenting material the student will want to read." The second general objective is to help students develop skills necessary for conceptualizing and forming hypotheses. The third goal is to help students discover information for themselves. Source material is included in each chapter section for this purpose. Charts in the Teacher's Guide indicate the focus and key issues of each unit and outline reading, thinking, and other social studies skills developed in the text. These skills are: selecting the main idea, interpreting visual materials, developing vocabulary, distinguishing facts from opinions, making inferences, determining values, comparing ideas and viewpoints, understanding cause and effect, and gathering additional information.

Content

The focus of Our Social and Cultural History is American studies. The first seven units examine seven topical themes of social history. These are (1) "Our Frontier Past: How Has It Shaped American Democracy"; (2) "The Public Schools: How Can We Achieve Quality Education for All?"; (3) "Religion: Meeting the Needs of a Changing Society"; (4) "Work: Can We Provide Satisfying Jobs in a World of Mass Production?"; (5) "The Family: How Has It Changed?"; (6) "Women: Striving for Equality"; and (7) "Cities and Their Suburbs: Promises and Problems." The second part of the book examines five cultural themes: (1) "Entertainment and the Mass Media"; (2) "Architecture: America's Buildings Reflect Our Ideas and Lives"; (3) "Painting: Artists Show Changes in American Life"; (4) "Literature: Writers Examine America's Changing Problems"; and (5) "Music: What Is American About American Music?" Each of these units includes several chapters. The chapters are divided into short sections which answer a specific question or address a particular topic. For example, in the unit on public education, chapter sections focus on topics such as "Why were the first American public schools started?"; "What role did the public school play in making immigrants into Americans?"; "Did the public school give black Americans the same educational opportunity it gave to whites?"; and "What connection is there between educational level and family income?" Some sort of source material is included for student analysis in each chapter section. This might be a painting or photograph, a chart or graph, a cartoon, an excerpt from a diary, a newspaper or magazine article, a government document, or statements of opposing viewpoints regarding some issue. The extensive use of source materials makes the book quite interesting. The source materials are preceded by questions to spark student interest and to help them know what to look for in the reading or illustration. Also, "Thinking It Through Questions" follow each section and help students understand the material presented and clarify their own thoughts on the matter.

Teaching Procedures

The major teaching strategy is read and discuss, as discussion questions are integrated into the narrative and conclude each section, chapter, and unit. The nature of these questions varies; a few are recall-type questions, but many more require students to analyze data, make a decision, interpret graphs, form hypotheses, compare and contrast, or express personal opinions. The Teacher's Guide includes useful introductory information--objectives, unit themes, skills developed--and provides lesson plan ideas and answers to textbook questions. Five suggestions are given to help teachers plan lessons: (1) relate textual material to the lives of the students; (2) vary the type of lesson from day to day; (3) remember to focus on skills and attitudes as well as content; (4) vary homework assignments; and (5) be alert for appropriate materials to supplement the text. Five model lesson plans are provided for introducing a unit, developing reading skills, using library sources, developing discussion skills, and seeing relationships. In addition there are "Activities for Further Inquiry" and an annotated student bibliography in the text for each unit. The activities suggested involve students in interviewing, doing library research, drawing cartoons, writing letters, role playing, gathering pictures and articles from magazines and newspapers, writing poems, etc.

Evaluative Data

There was no formal field test conducted on this book, according to the publisher.

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SESAME STREET SKILLS FOR GROWING

Developers:	Guidance Associates and Children's Television Workshop		
Publisher:	Guidance Associates Communications Park Box 300 White Plains, New York 10602		
Publication Date:	1976	Grade Level:	K-2
Availability:	From publisher	Subject Area:	Affective Education and Critical Thinking

Overview

This series of four sound/color filmstrip programs is designed to teach primary children basic skills for living and learning. Each program contains three or four filmstrips, a Teacher's Guide, and both tape cassettes and LP records. Two of the programs--"Learning About Yourself" and "Learning About Others"--deal with interpersonal skills; "Learning to Use Your Mind" and "Learning to Solve Problems" are focused on thinking skills. Ernie, Big Bird, Cookie Monster, and other Muppet characters from Sesame Street act out each filmstrip story, which presents an everyday dilemma and models various strategies for coping with it. Each filmstrip contains at least one built-in discussion break that permits children to actively participate in deciding how the situation might be resolved. The programs may be used independently or in any sequence.

Materials and Cost

Materials Package: Four cardboard boxes, 12 3/8" x 12 3/8" x 2 1/4". Each contains Teacher's Guide, 5 1/2" x 8 1/2", paperbound; 3 or 4 color filmstrips; 3 or 4 tape cassettes, and 3 or 4 12" LP records. Titles as follows:

Learning to Use Your Mind. Includes "Going to the Beach," "The Grouch Market," and "Oscar Builds a Snake House"	$89.50
Learning to Solve Problems. Includes "Ernie Sleeps Out," "Sherlock Hemlock's Problem-Solving Service," and "The Monster Scouts"	$89.50
Learning About Yourself. Includes "A Day at the Zoo," "Going on a Hike," and "Ernie Learns to Skate"	$ 89.50
Learning About Others. Includes "Lost in the Woods," "New Grouch in Town," "The Cattle Rustlers," and "Sesame Street 4th of July"	$109.50
All four kits	$319.60

Required or Suggested Time

These sound filmstrips are designed to be used as supplementary materials. Although the kits are self-contained and may be used in any order, the series has been planned as two interrelated pairs: the first two sets address reasoning and problem-solving skills, while the second two deal with emotions and interpersonal relationships. All the filmstrips are equipped with built-in discussion breaks. About 30 minutes would be required to show and discuss each filmstrip. Suggested extension activities are provided in the Teacher's Guides.

Intended User Characteristics

The Skills for Growing series is designed for children between the ages of five and seven who are beginning the process of formal education. No special preparation or skills are required of the teacher.

Rationale and General Objectives

The purpose of the series is to provide teachers with specific tools for helping children develop the interpersonal and thinking skills needed to cooperate and get along with

Data Sheet by Ann Williams.

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others and perform effectively in school. The developers point out that these areas are "not usually covered in a formal way in the classroom." Specific objectives provided in the Teacher's Guides offer guidelines for presenting the lessons. For example, the filmstrip "Going to the Beach" in the first kit, Learning to Use Your Mind, is designed to teach children that asking questions is a good way to get information, that it is important to choose the right person to ask, and that asking questions is useless unless one listens to, understands, and remembers the answers.

Content

In this series, sound filmstrips featuring the familiar Sesame Street characters illustrate everyday situations that are easily understandable to primary children. Each filmstrip kit is focused on one of four basic themes: mental awareness, problem solving, coping with and expressing emotions, and developing confidence in interpersonal relationships. Learning to Use Your Mind presents simple strategies for asking questions, remembering, planning, and using the imagination. These filmstrips are designed "to help children become aware of some of their own intellectual powers and of the role that these powers play in giving children control over their environment." Learning to Solve Problems demonstrates simple analytic approaches to problem solving. In Learning About Yourself the Muppets explore different ways to deal with feelings and difficult emotions, such as anger, inferiority, and fear of failure. Social interactions are the subject of Learning About Others; this set emphasizes considering the other person's perspective, taking a positive approach to social situations, cooperating, and resolving social conflicts. One or two specific skills are modeled in each filmstrip story; as the story progresses, the characters act out strategies for using these skills. Children become actively involved in the filmstrip situations during the built-in discussion breaks. For example, in the filmstrip "Sherlock Hemlock's Problem-Solving Service" from the set Learning to Solve Problems, Sherlock locks himself out of his office. Cookie Monster suggests five solutions: break down the door; take the door off its hinges; get a new key made; go in through the window; or forget the whole thing and go out of business. The children must decide what is the best solution before they view the conclusion of the filmstrip.

Teaching Procedures

Each kit is accompanied by a Teacher's Guide that contains instructions for presenting the filmstrips and cassettes or records, a rationale and overview of the entire series, scripts, and specific teaching suggestions for each filmstrip in the kit. Included in the guidelines for each filmstrip are learning objectives, a summary of the story, suggestions for introducing the filmstrip and conducting a follow-up discussion, and descriptions of optional or extension activities. Extension activities include solving problems, listing personal qualities they are proud of, and dramatizing various social situations.

Evaluative Data

The materials have not been formally field tested.

SLAVE AUCTION: CRISIS IN HUMAN VALUES

Authors: Mary Simpson Furlong and Louise Weinberg Jacobsen

Editor: Todd Clark, The Constitutional Rights Foundation

Publisher: Zenger Publications, Inc.
Gateway Station 802
Culver City, California 90230

Availability: Social Studies School Service
10,000 Culver Boulevard
Culver City, California 90230

Publication Date: 1976

Grade Level: 8-12 (7)

Number of Players: 36 (25-40)

Subject Area: American History and Black Studies

Overview

Slave Auction: Crisis in Human Values is a simulation in which students reenact a slave auction of 1861. During the two-day simulation, students enact the roles of slaves, slave buyers, the auctioneer, and abolitionists and then examine their reactions to the role-play during a debriefing session. The intent of the simulation is to lead students to (1) examine the consequences of making a human being property; (2) gain some understanding of the nature, causes, and consequences of prejudice; and (3) become aware that the values expressed in many of the great American documents conflict with actual practices in our nation. The simulation is designed to be used in conjunction with a lesson or unit on the background and history of slavery in the United States.

Materials and Cost

Materials Package: Paper envelope, 8 7/8" x 12", contains the following:

Teacher's Manual: 16 pp., 8 1/2" x 11 1/8", paperbound

Student Materials: Game money, Auctioneer Instructions, Assistant to Auctioneer Instructions, Abolitionist Observer Form master, role description cards, auctioneer and assistant auctioneer identification cards

Total Package: $12.95

Required or Suggested Time

The Teacher's Manual for Slave Auction suggests that two class periods be used to complete the simulation. Preparation and the actual simulation require one class period. A second class period is required for debriefing. The Manual emphasizes that the simulation should be preceded by a lesson on the history of slavery in the United States. If such a lesson would not be a normal part of the class instuction, an additional class period should be allowed for this purpose before Slave Auction is introduced.

Intended User Characteristics

Because Slave Auction requires that students do only a small amount of easy reading, it can be used in junior or senior high school classes. The auctioneer, who directs the course of the auction, should be carefully selected. Other roles may be assigned randomly. The simulation can perhaps be used most effectively in an American history class, but it could also be used in a black studies course or as a tool for examining the historical roots of current social dilemmas in a contemporary problems course. No special teacher training or experience with simulations is required, as the directions provided are clear and simple.

Rationale and General Objectives

The developers of Slave Auction have targeted three major objectives for the simulation. First, they believe that "through active participation in the 'slave auction' the students will learn that slaves were considered property and will become aware of some of the many negative consequences of making a human being 'property.'" Second, participants should gain some understanding of the nature, causes, and consequences of prejudice based on the realization that American slavery was racial in nature. Finally, the students should become aware that "there is a basic conflict

between this pattern of discrimination and persecution [the pattern that is typical of United States history] and the principles on which this society is founded." The developers also mention that, while the topic of slavery is historical, "it can be used as a vehicle for value questioning and moral development."

Content

Slave Auction is a simulation in which an 1861 slave auction is reenacted. Students role play slaves, slave buyers, auctioneer, assistant auctioneer, and abolitionists. After the simulation has been completed, students examine how they feel about their roles in the auction. Questions in the Teacher's Manual allow the teacher to move the discussion from this examination of feelings and reactions to a discussion of the effects of slavery on American history; the nature, causes, and consequences of discrimination; and strategies for dealing with or eliminating prejudice.

Procedures

Teachers may use the short reading in the Teacher's Manual entitled "Summary of Pre-Civil War Slavery" as an introductory lesson on the background and history of slavery. On the first day of play, students are assigned to their roles. One student, assigned to be the auctioneer, is given a decription of each slave to be sold and uses this information in selling each slave. He or she has the option of selling family members together or separately. Another student is assigned to act as the auctioneer's assistant. Twelve students assume the roles of slaves. They receive role cards describing their backgrounds and giving information on their age, marital status, and special skills. Seventeen students are assigned to be slave buyers. Their role cards describe their backgrounds, why they want to purchase a slave, how many slaves they already own, and the amount of money available to them. The remaining students in the class are assigned to be abolitionist observers. The observers are given observation forms on which they rate how realistically the other role players perform and state their own responses to the aucton. Before the auction begins, time should be allowed for the slaves to share with each other their feelings about the prospect of being sold. At the same time, the slave buyers can discuss their backgrounds and how they feel about the available "merchandise." The room should be arranged so that the slaves are visible to the slave buyers. One possible arrangement is illustrated in a diagram in the Teacher's Manual. When the auction begins, the auctioneer calls each slave to the front of the room where he or she can be closely observed by the prospective buyers. A description of the slave is then read and the bidding begins. When the slave is awarded to the highest bidder, the assistant to the auctioneer collects the money and delivers the slave. When all the slaves have been sold, the simulation is complete and students record their personal impressions of their role in the slave auction. On the second day, a debriefing session is held. This session begins with students sharing their responses to the slave auction. The Teacher's Manual suggests open-ended questions and related activities that can be used at this time. The Manual also contains an annotated bibliography of references on slavery which students can read as extending activities.

Evaluative Comments and Suggestions

Because Slave Auction is a simple simulation with clear instructions, it can be used easily by teachers and students who have little experience with simulations. The simulation will be most meaningful and realistic, however, if students have a good working knowledge of slavery before they begin. The teacher may need to formulate some examples of ways in which members of the various groups might express themselves, since none are provided in the directions to the teacher or students. For example, the teacher might suggest to slaves that they discuss rumors about the various buyers they have heard, previous auctions at which they have been sold, or their fears of being separated from their families. Suggestions for topics of discussion among the slave buyers might be problems they've had with other slaves or why they are in the market for a slave at this time. Also, a creative teacher could devise a more active role for the abolitionists. For instance, prior to the auction abolitionists might encourage the auctioneer to keep families together, make plans with slaves for escape attempts, or encourage certain buyers to free the slaves they purchase. Finally, it is important for the teacher to establish a serious atmosphere for Slave Auction, as some students may initially see the role play in a light or humorous view.

THAT'S NOT FAIR!: HELPING CHILDREN MAKE MORAL DECISIONS

Author:	Larry C. Jensen		
Publisher:	Brigham Young University Press Brigham Young University Provo, Utah 84602		
Publication Date:	1977	Grade Level:	K-1
Availability:	From publisher	Subject Area:	Human Relations and Values Education

Overview

That's Not Fair! is a supplementary teacher resource book designed to help teachers and parents stimulate the moral development of kindergarten and 1st-grade children. The book is based on Jean Piaget's theory and research on moral judgment. The first part of the book explains Piaget's ideas clearly and concisely and provides guidelines for leading effective moral discussions. Most of the book consists of short lessons focused on stories and situations to which young children can relate. Teachers or parents read the illustrated stories to the class and lead brief discussions. Role playing is used extensively. A unique feature of this resource is that each lesson is directly based on the results of one or more specific research studies on children's moral judgment.

Materials and Cost

Teacher's Guide: 179 pp., 8 1/2" x 11", paperbound $ 7.95

Required or Suggested Time

The individual lessons contained in this book will vary in length. Those that require only reading a story to the class and discussing several questions should take about ten minutes. Those that also involve role play will take longer. The author cautions that discussions which last 20 minutes are probably too lengthy for younger children. Used once or twice a week, these materials can provide a semester of instruction.

Intended User Characteristics

That's Not Fair! was written for parents and teachers of children in kindergarten and 1st grade. Ample guidelines for implementing the lessons. No special training is needed, but previous experiences in leading moral discussions with children would be helpful. The situations depicted are those to which most young children can relate. Some activities were derived from procedures successfully used in research projects with emotionally disturbed and delinquent children. The stories tend to reinforce sex and ethnic/racial stereotyping, though unintentionally. More boys than girls are depicted in the illustrations and narratives, and they are usually seen in traditional roles. Boys are riding bicycles, kicking the ball, mowing the lawn, and playing with a jar of ants. Girls are riding tricycles, watching the boy kick the ball, picking flowers, and feeding kittens some milk. There are some non-traditional settings (e.g., a girl playing baseball), but very few. All the characters in the illustrations depict white children in middle class suburban settings. Minority children in the city might find it difficult to relate to many of the situations.

Rationale and General Objectives

The purpose of this book is to provide parents and teachers with materials and techniques to help improve the moral thinking of five- and six-year-old children. The author believes that the development of sound thought and judgment "is the first step toward moral maturity." The book is based primarily and directly on Jean Piaget's moral judgment theory and research. Piaget investigated several areas related to children's moral thinking, including: practice and awareness of rules, ability to identify intentions and consequences, and conception of justice and fairness. Within each of these areas Piaget found that children's moral thinking developed in a sequence of stages. Like Lawrence Kohlberg, the author believes that this development can be stimulated by providing students opportunities to discuss and role play open-end moral dilemmas with their peers in an atmosphere of respect and equality. Unlike Kohlberg, Jensen

Data Sheet by Douglas Superka.

sees "the experiencing of a sense of equality and reciprocity" rather than peer interaction as the critical element leading to moral growth. The author concludes, therefore, "that the classroom in which there is healthy, honest interaction guided by an adult (the teacher) who insures that all individuals in the room are treated with respect is a prime setting for developing moral thought."

Content

Each lesson in the book focuses on one of twelve topics related to moral development: "Understanding Perspectives of Others," "Children's Reasons For Doing Good," "Right and Wrong From Another's Viewpoint," "Understanding the Intentions of Others," "First Lesson on Rules," "Understanding Punishment," "Lying and Exaggeration," "Means-End Thinking," "Evaluating Acts By Disregarding Consequences," "Immanent Justice," "Delaying Gratification," and "Reciprocity and Aggression." Each of these concepts is illustrated in a story or situation related to the lives of young children. One lesson in the "Understanding the Intentions of Others" section, for example, describes two situations. In one, Harvey gets mad when recess ends and kicks the ball to the far corner of the playground. In the other, Ross kicks the ball and breaks a window while trying to win the game for his team. The students are asked to distinguish between the accident and the purposeful act. Situations depicted in other lessons include keeping friendships, breaking something in the house, fighting with classmates, and helping parents with chores.

Teaching Procedures

That's Not Fair! is divided into two parts. In the first part, the author explains the theory of moral judgment upon which the book is based. Also included in this section are suggestions and guidelines for developing a favorable classroom climate, leading a moral discussion, and conducting role-play activities. The second and larger part consists of thirteen sets of lessons teachers and parents can use with their children. Each set is introduced by a one or two page explanation of the purpose and rationale for the accompanying activities. This is followed by a story or series of situations that the teacher reads to the class. In most cases a large illustration, covering more than half the page, accompanies each page of the stories. After reading the story, the teacher uses the questions provided to lead a discussion designed to elicit students' ideas and reactions to the incident. Role playing is suggested as a useful strategy for all lessons, but is the primary activity in several lessons. Some of the lessons focus on a single four- to eight- page story. Most, however, contain 10 to 12 short situations. "Understanding Punishment," for instance, contains 11 such situations with a series of discussion questions for each. In one situation Elsa loses the money her mother gave her for ice cream because she met a friend and played instead of going directly to the store. Students are asked: "What would be a good punishment for Elsa? Make Elsa take some of her own money and go buy the ice cream [or]spank her? Which punishment would let them have ice cream for dessert?"

Evaluative Data

Many of the lessons were used, or were based on procedures successfully used, in experimental situations in a variety of research studies, some conducted by the author. The general findings are reported in the introductions to each set of lessons and citations of individual studies are provided in footnotes. In addition, several lessons have been field tested in kindergarten and 1st-grade classrooms since publication. The results of one study indicated that students in the experimental classrooms improved significantly (.01 level) compared to those in control classrooms on three of the four moral concepts taught --immanent justice, rules and games, and understanding punishment (Jensen and Murray, 1978). Another study reported that similar growth occurred for two other concepts--reasons for doing good and delaying gratification (Jensen and Chatterley, in press). Both studies analyzed the data for sex differences.

References

1. Jensen, Larry C. and Steve Chatterley. "Facilitating Moral Reasoning in Regards to Reasons For Doing Good and Delay of Gratification," Journal of Moral Education (in press).

2. Jensen, Larry C. and Michael Murray. "Facilitating Development of Four Moral Concepts Among Kindergarten and First Grade Children," Journal of Educational Psychology 70, 6 (1978), pp. 936-944.

TRADE-OFFS

Developers:	Agency for Instructional Television (AIT), Canadian Foundation for Economic Education (CFEE), and Joint Council on Economic Education (JCEE)		
Publishers:	AIT, Box A, Bloomington, Indiana 47401 JCEE, 1212 Avenue of the Americas, New York, New York 10036 CFEE, 252 Bloor Street West, Suite S560, Toronto, Ontario, Canada M5S IV5		
Publication Date:	1978	Grade Level:	4-8
Availability:	See "Materials and Cost"	Subject Area:	Economics

Overview

Trade-Offs is a sequential program of fifteen 20-minute television/film lessons designed for 9-13 year olds. The lessons are designed to "increase [students'] knowledge of economics, build skills in using economic concepts to make decisions, and motivate interest in the economic world around them." Each film begins by stating key concepts to be presented, followed by a dramatization and a special visual presentation of an economic problem relevant to the student. Lastly a new but related dilemma is presented to students to solve. This new problem stimulates classroom discussion and reinforces the economic concepts presented in the film lesson. A Teacher's Guide accompanies the series. A Workshop Leader's Handbook is available for those who would like a more intensive look at how to apply the films to instruction. This handbook can be used by one teacher or as a workshop for several teachers. The program can be used on its own or may be used to supplement an existing social studies or economics curriculum.

Materials and Cost

Audiovisual Materials: Fifteen 20-minute films or videotapes	
3/4" video cassettes	$135.00 each
16 mm film (color)	$230.00 each

Available from AIT. If you are located in a state which is a member of the AIT consortium, tapes and films can be made available to you free of charge. Contact JCEE for list of member states and contacts.

Teacher's Guide: 48 pp., 8 1/4" x 11", paperbound. Available from AIT	$ 1.25
Workshop Leader's Handbook: Loose-leaf binder, 178 pp., 10" x 11 1/4" x 1 1/2" (No. 273). Available from JCEE	$ 12.00
Introductory film / videocassette (AIT)	$ 60.00

Trade-Offs is also available in sound filmstrip format; contact JCEE for information.

Required or Suggested Time

The 15 films or videotapes are most effective if shown in sequence. Viewing time and follow-up discussion could be accomplished in fifteen, 45 minute classes. The accompanying Teacher's Guide provides ample ideas for further follow-up activities and enrichment if time allows.

Intended User Characteristics

The films are designed to be viewed by students 9-13 years old. The vocabulary used is appropriate to this age level, and new words are restated and printed clearly for the viewer. Students in the 9-10 year-old range may have some difficulty digesting lessons 14 and 15. Pre-viewing preparation is suggested for these two films. Some of the suggested activities in the Teacher's Guide "will be appropriate for most students in most classes, while others will be suitable only for older classes or advanced students. Like all materials in [the] guide, they are to be used entirely at the discretion of the teacher." Teachers with a basic background in economics could successfully implement the lessons after reading the Teacher's Guide. If the

Data Sheet by Catherine M. McMillan.

materials are used throughout a district, it would be helpful to conduct an inservice training workshop, based on the Workshop Leader's Handbook.

Rationale and General Objectives

The developers state that Trade-Offs "will help students think their way through economic problems and increase their understanding of economics. On a broader scale it will help them become effective decision-makers and ultimately more responsible citizens." By examining scarcity, productivity, money systems, market prices, supply and demand, market intervention, and problem-solving techniques, the student should be able to function as a more effective producer and consumer. The program should give teachers "an effective tool for teaching and reinforcing economic principles"; it should strengthen the curriculum and "enhance staff capabilities for economics teaching"; and finally it should stimulate greater interaction between community and school. Three general objectives are to help students: (1) better understand their role in a changing economic environment, (2) think through economic problems to reach logical conclusions, and (3) be aware of the costs and benefits involved in economic decision-making. Specific objectives are given for each of the 15 lessons.

Content

The series of 15 lessons is divided into five topical areas. Each film considers specific concepts within the larger area and uses dramatization, animation, and graphics to present fundamental economics in a situation familiar to the student. Lessons 1 through 4 are based on the topic of scarcity. These films discuss opportunity cost, personal decision making, social decision making, and trade-offs among goals. In lessons 5 through 8, ways to increase productivity are shown: specialization and division of labor, investment in capital goods, and improving the education and training of workers. The lessons in this group are designed to allow students practice in problem-solving skills learned in the first four lessons. Lesson 9 deals with money, why it is used, and alternatives to currency. Lessons 10 through 13 look at market prices. Students view concepts of market demand, market supply, market clearing prices, and the interdependence of market prices. In lesson 13, for instance, changes in demand, supply, and market clearing prices are shown to affect the way we use limited resources. The last two lessons discuss the problems of market intervention on both reducing and increasing indirect costs. At this point students are asked questions requiring them to integrate and apply concepts and skills learned in preceding lessons. The inservice component of Trade-Offs, the Workshop Leader's Handbook, contains an introduction, planning suggestions, and two detailed workshop prototypes—one for a one-to-six hour workshop and one for a three-to-five day workshop. Appendices include workshop handouts and visuals, sample evaluation forms, a bibliography of teacher materials and materials to use with students, and a copy of the Trade-Offs Teacher's Guide.

Teaching Procedures

In this program, students view 15 films, discuss the open-ended questions presented at the end of each, and participate in the suggested activities. For each lesson, the Teacher's Guide provides a summary of key concepts, suggestions for introducing the lesson to the students, a summary of the film that restates the closing question asked of students, activities and questions to help students answer the question posed at the end of the film, and additional activities for follow-up. Suggestions are made for applying a concept—such as "opportunity cost"—to the student's experience, to a class dilemma, or to a local community issue. The Guide suggests that students apply problem-solving techniques, make allocation decisions, deal with "trade-offs," create an assembly line, simulate investment decisions, analyze, barter, and predict. Blackline masters are provided for teachers to reproduce and use with students. These are forms for drawing market supply and demand curves and other graphs related to the lessons. A skills matrix relates various skills—comparing and contrasting, sequencing, communicating effectively, etc.—to the 15 lessons. The teacher can use this matrix to integrate previous learning experiences or to reinforce a particular skill. The films stress a systematic method for learning the process of decision making. Although the emphasis here is on economics, the decision-making model can be extended into other areas of the curriculum.

Evaluative Data

Trade-Offs was extensively tested during formative phases by the AIT staff and consortium members. Seven reports are available either from the AIT or member states. A final outcome study will also be available.

TRANSITION

Authors:	Henry Dupont and Christine Dupont		
Publisher:	American Guidance Service Publishers' Building Circle Pines, Minnesota 55014		
Publication Date:	1979	Grade Level:	6-9
Availability:	From publisher	Subject Area:	Affective Education, Human Relations, and Psychology

Overview

Transition is a multimedia program designed to help facilitate the social and emotional development of middle and junior high school students. The program, which can be used in social studies, English, guidance, and health classes, includes five multimedia units. Each kit consists of a series of one or two day activities focused on one of the following topics: communications and problem-solving; openness and trust; feelings; needs, goals and expectations; and values. A variety of learning activities are employed including small group work and discussion, brainstorming, reading and writing scripts, listening to stories, role-playing, conducting interviews, and completing worksheets.

Materials and Cost

Materials Package: Laminated case, 15" x 13 1/2" x 9 1/2", containing 5 multimedia units each packaged in a cardboard box, 14 1/2" x 11" x 1 3/4". Each kit contains 11 to 22 color cartoon posters; duplicating masters; 1-2 cassettes and accompanying script booklets; gavel; and Teacher's Manual, 9 1/2" x 8 1/2", 75-87 pp., spiralbound. Several kits also include discussion cards, charts, vocabulary cards, and illustrations. Titles as follows:

Transition 1: Communication and Problem-Solving Skills.	$ 25.00
Transition 2: Encouraging Openness and Trust.	$ 25.00
Transition 3: Verbal and Nonverbal Communication of Feelings.	$ 25.00
Transition 4: Needs, Goals, and Expectations.	$ 25.00
Transition 5: Increasing Awareness of Values.	$ 25.00
Total Package:	$ 125.00

Required or Suggested Time

Each kit contains 14-22 core activities and a number of follow-up activities. Most of the activities require one to two class periods. Used on a daily basis, the program would provide a full year of instruction. Used two or three times a week, the materials could be stretched over a two to three year period. The exact amount of time needed, however, will vary according to the teacher, class size, and students' age and level of interest. The authors recommend that the kits be used sequentially.

Intended User Characteristics

These materials are designed primarily for students 12-15 years old (grades 6-9). The activities appear to have been field tested mainly with 6th and 7th grade students. Eighth and 9th grade students may find some of the activities and many of the cartoon posters "childish." The materials depict both sexes and various racial/ethnic groups fairly. Provisions have also been made to help "mainstream" children, with physical or mental disabilities, effectively participate in many of the activities. The stories, for example, are available on tape cassettes and in written scripts to help visually- and hearing-impaired students. In addition, some of the

Data Sheet by Douglas Superka.

posters and illustrations show students with disabilities.

Rationale and General Objectives

The objective of Transition is to facilitate the social and emotional development of middle and junior high school students, specifically, to help students "value personal integrity, emotional autonomy, and justice." Based on several stage theories, the authors believe that "[h]uman development is a lifelong process of maturation, active experience, social interaction, and self-regulated adaptation." The schools should provide help for children experiencing this process during the difficult years of early adolescence. Each of the kits in the program lists two or three major goals and a specific instructional objective for each of the learning activities. Examples of the goals are: "encourage students to listen carefully and respond clearly"; and "help students learn to trust themselves and others."

Content

Transition focuses on five concepts central to children's emotional and social development: cooperation, trust, communication, motivation, and values. Each kit emphasizes one or two of these concepts. Communication and Problem-Solving Skills attempts to provide a foundation for the subsequent kits by helping students get acquainted and work together in small groups. Topics considered in this kit include listening skills, conflicts, feelings, and motives. Openness and trust are the main themes of Transition 2. In this unit students learn to distinguish between trust and distrust, and to share personal information among class members. The third kit is Verbal and Nonverbal Communication of Feelings. Topics dealt with in the exploration of those ideas are: words for feelings, facial expressions, possessions, timing, postures, gestures, conflicts, crisis, death, and perception. While human needs, goals, and expectations are the key ideas of Transition 4, the students also learn about and practice interviewing techniques. In the last kit, Increasing Awareness of Values, students are encouraged to identify the values of other people and themselves, resolve hypothetical value conflicts, and discuss the changing nature of values. Topics dealt with include grades, class atmosphere, popularity, achievement, money, and vandalism.

Teaching Procedures

The major instructional techniques employed in these kits are small group work and discussion. In fact, success of many of the activities depends upon students functioning effectively in that setting. Discussion cards with situations and questions are sometimes used to stimulate small group discussions. Besides discussing various issues related to the central concepts of each kit, students in small groups also write stories and poems; read, develop, and act scripts; measure each other; and engage in trust exercises (e.g., falling into a partner's arms). Activities done in other settings include brainstorming, constructing collages, writing advertisements, examining personal budgets, developing and sharing calling cards, and completing questionnaires and surveys. Each poster is used to introduce one of the activities. The detailed Teacher's Manuals provided for each kit present a concise overview of the Transition program (content, rationale, and aims), general guidelines for teachers in directing the activities and discussions, an overview of the objectives and materials of the kit, and lesson plans for each activity.

Evaluative Data

This program was field tested in five states and Canada. Forty teachers and over 1000 students from a variety of ethnic, geographic, and socioeconomic backgrounds participated in the studies. Selected activities were also tested with emotionally disturbed children at a residential center. In addition, a formal learner verification study was conducted with two 7th-grade English classes in Rhinelander, Wisconsin. Approximately half of the activities in the program were used in one class while a control group used none. During the eight-month trial period the "affective development" scores of both groups increased significantly. An analysis of covariance did indicate a statistically significant difference between the experimental group mean (29.53) and the control group mean (28.07). The nature of the "affective development" instrument is not reported in the Teacher's Manual.

WE THE PEOPLE: ASPECTS OF AMERICAN GOVERNMENT

Consultant:	Anthony N. Penna, Carnegie-Mellon University		
Producers:	Perry Morse and Barbara Castro		
Publisher:	Guidance Associates Communications Park Box 300 White Plains, New York 10602		
Publication Date:	1979	Grade Level:	9-12
Availability:	From publisher	Subject Area:	American Government and Political Science

Overview

We the People: Aspects of American Government is a sound filmstrip program designed for students in grades 9-12. The program consists of four parts focusing on the office of the president, Congress, the court system, and state and local government and is intended to supplement a basic course in American government. The filmstrips present factual information on how the various branches and levels of government are structured and how they are supposed to function and, in addition, include numerous actual and fictional case studies of how they work in actuality. Several of these case studies are open-ended, allowing students the chance to consider the alternatives and make the final decisions.

Materials and Cost

Audiovisual Kits: 4 kits, each in cardboard box, 12 3/8" x 12 3/8" x 3", containing 2 or 3 filmstrips; 2 or 3 cassettes; 2 or 3 LP records; Teacher's Guide, 36-65 pp., 5 1/2" x 8 3/8", paperbound. Titles:

Ordeal of Power: The President and the Presidency. 3 parts, includes duplicating masters	$ 109.50
Congress: How It Works--and Sometimes Doesn't. 3 parts, includes duplicating masters	$ 109.50
Your Vote Counts: State and Local Government. 2 parts	$ 79.50
The Scales of Justice: Our Court System. 2 parts	$ 79.50
All 4 kits	$ 302.40

Required or Suggested Time

Each of the four sets is intended to supplement a basic course in government. A total of ten sound filmstrips are included, requiring from 16 to 24 minutes each to view. To allow time for both viewing and discussion, a complete class period should be allowed for each filmstrip. A nine or ten item pretest/posttest is included with each kit. Three of these require short sentence or paragraph answers; one consists primarily of true-false items. The amount of time required to complete each will vary depending on prior knowledge and abilities of the students. The extension activities and research projects suggested would require additional time either in or out of class.

Intended User Characteristics

We the People is designed for use with students of varying abilities in grades 9-12. There is no reading required, so poor readers can benefit from the program as well as more fluent readers. The worksheets, discussion questions, and suggested activities and research projects require a variety of abilities, such as decision making, interpreting data, recalling and analyzing information, expressing personal opinions, and researching. Teachers should preview the filmstrips in each program to decide where to use them in the curriculum. No special training is required.

Rationale and General Objectives

"For students to become actively involved, they first must learn how various elements of their government function." The

Data Sheet by Judith E. Hedstrom.

filmstrips in the series are designed to "provide young people with the solid historical background they need to make judgments about present-day procedures and issues." Five or six objectives are stated in the Teacher's Guide for each set. These include helping students to: "analyze examples of presidential decision making using decision-making models"; "come to their own view on a dilemma that involves a conflict between the demands of constituents and the convictions of a member of Congress"; "cite major problems facing courts today and give arguments on both sides of several court reform proposals"; and "explain the divison of power between the federal government and the states, and between the states and lower levels of government."

Content

We the People consists of four sets of filmstrips. Ordeal of Power: The President and the Presidency includes three parts. "The Growth of Presidential Power" examines the reasons behind the three branches of government and the major powers of the president given in the Constitution. It then traces the expansion of presidential power. "The Limits of Presidential Power" describes the checks on presidential power. It also examines the roles of the federal bureaucracy, public opinion, and the press in advancing or hindering a president's programs and goals. "Decision Making in the White House" presents two historic incidents and one open-ended fictional account of critical presidential decisions. These focus on Truman's decision to use the atomic bomb, the Cuban missile crisis, and the appointment of a Supreme Court justice. Congress: How It Works--and Sometimes Doesn't is also presented in three parts. "Congress Reasserts Itself" explores the historical struggle for power between Congress and the President. The last part of this filmstrip shows how in the 1970s Congress has regained powers in the areas of war, the budget, and overseeing executive agencies. "The Making of Laws" provides a step-by-step description of federal lawmaking. "Life on Capitol Hill" introduces students to two members of Congress. Following Congresswoman Millicent Fenwick through a day, students get an idea of the endless responsibilities of a member of Congress. In an open-ended fictionalized account, Representative Tom Diaz is faced with a decision concerning a sensitive "jobs vs. environment" bill. Pressures from the President on the one hand and from his constituents on the other illustrate the conflicts often faced by members of Congress. The Scales of Justice: Our Court System is a two-part program focusing on "The Supreme Court and Federal Courts" and "State and Local Courts." The first part focuses on the practice of judicial review and shows how the Court exerts tremendous influence over every area of American life. In the second part the structure and function of municipal, county, and state courts is explained. Specific examples of criminal and civil cases are included to illustrate various types of jurisdiction. Your Vote Counts: State and Local Government also includes two parts. "Organization and Powers" describes "the structure of state government and the nature of its relationship to local government," concluding with an examination of major problems that plague American cities and suggesting "that innovative forms of regional government may be needed." The second part, "Making It Work," presents three controversial case studies: the question of local or federal protection for Connecticut's Housatonic River; the protection of the redwood forests in Humboldt County, California at the possible expense of the livelihood of local loggers; and the adoption of a regional master plan in Dade County, Florida.

Teaching Procedures

The major activities are viewing and discussion. Discussion questions are provided in the Teacher's Guide to each set of filmstrips. Questions for the filmstrips focusing on Congress, for example, include: "Why was President Franklin Roosevelt able to become one of the most powerful American Presidents?" "State the arguments for and against this water control bill." and "What are Representative Diaz's options? What are the risks involved in each option?" Many of the questions are designed to help students recall, understand, and clarify the information presented in the filmstrips. A pretest/posttest is included for each of the four sets. Teachers may use this to measure student learning. Extension activities suggested include research reports, interviews, debates, mock hearings or trials, and community-based activities. Spirit master worksheets for two of the programs help students develop vocabulary, recall facts, and make personal opinion statements.

Evaluative Data

According to the publisher, evaluative data is not available.

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WOMEN IN AMERICA

Author:	Mary Kay Thompson Tetreault Boston University		
Publisher:	Rand McNally & Company Box 7600 Chicago, Illinois 60680		
Publication Date:	1978	Grade Level:	7-12
Availability:	From publisher	Subject Area:	American History, Sociology, and Women's Studies

Overview

Women in America: Half of History is a collection of primary source readings by women about women. The book examines the role of women in American society from colonial times to the present, focusing on sex role socialization, traditional expectations and contemporary alternatives for adulthood, and the role of the working woman—volunteer and paid. Each issue is examined from both historical and contemporay viewpoints. Although there is no teacher's guide accompanying the book, each reading is preceded by an introduction creating a context for the reading and followed by questions and activities. The book is designed for use by junior and senior high school students. It can be used as the core text for a semester-long course in women's studies or as supplementary material for an American history, American studies, or sociology course.

Materials and Cost

Student Text: Women in America: Half of History. By Mary Kay Thompson Tetrault. 240 pp., 6" x 9", paperbound $ 3.84

Required or Suggested Time

Although the author does not specify a recommended amount of time for using this book, two alternatives seem clear. Used in its entirety, the book could provide materials for a semester-long course in women's studies. As a second option, teachers could select material from the book to supplement American history, American studies, or sociology courses.

Intended User Characteristics

Women in America is designed for use by junior and senior high school students. Although the reading levels of the introductory material and the readings vary, the average readability (based on a Fry test performed by this analyst) is at the 9th grade level. Thus, the book would probably work best with senior high school students or junior high school students of above-average ability. Because writings by women of various ethnic groups are represented in the book, it is suitable for use with students of all ethnic groups. Teachers need no special training to use the text.

Rationale and General Objectives

Women in America was designed to meet "the growing demand for an American history about women as told by women." Primary source readings drawn from colonial times through the present are the medium selected to meet this demand. Although specific objectives are not given, students should gain a better understanding of sex-role socialization, traditional roles adult women have been expected to fill, and the role of paid and unpaid American working women throughout the country's history. Because many of the activities suggested in the book require students to think about their own future plans—both personal and professional—they should also gain an understanding of the implications of historical trends and contemporary alternatives for their own lives.

Content

Women in America examines the role of women in American history from three per-

Data Sheet by Laurel Singleton.

spectives. The first section of the book, entitled "Growing Up a Girl," deals with sex role socialization. The roles of the family, the media, and the schools are examined. The final chapter in this section deals with the conflicts adolescent females experience in making critical life decisions when their own goals and societal/familial expectations are opposed. Readings in the second section of the book describe traditional adult roles women have been expected to fill in marriage, homemaking, parenting, and old age. Contemporary alternatives are also explored. The final section of the book, "Leaving Home," deals with women's roles outside the home. Volunteerism (both service-oriented work and political/social activism) is discussed, as are the historical and contemporary constellations of paid jobs open to women. Fear of success and the training of women for management positions are among the contemporary work-related issues presented. To illustrate the types of source material used in the text, consider the chapter on "Marriage or a Single Life?" from the second section. Readings in this chapter include excerpts from colonial law regulating the activities of single persons, a selection presenting the thoughts of two modern women about the pressures and fears they have had to overcome in remaining single, a portion of the New York Married Women's Property Act (a piece of landmark legislation in the 1800's), a protest regarding marriage laws which Henry Blackwell and Lucy Stone read at their wedding, and part of the court transcript of a 1972 case in which a woman petitioned to retain her own name after marriage.

Teaching Procedures

Although there is no teacher's guide for Women in America, individual and group activities are built into the student book. Each reading is preceded by an introduction, setting it within an historical or sociological context. The readings are each followed by questions and suggested activities. The activities are varied, ranging from traditional to highly innovative. For example, in the chapter on the role of the school in sex role socialization, students are asked to design lesson plans for teaching from the 1836 McGuffey Reader in classes in 1837 and 1980, interview adults about characters they remember from school texts, analyze elementary level textbooks currently in use for sexist bias, participate in class discussions of various readings, create a new, genderless pronoun, observe the play habits of elementary school children, and analyze school yearbooks from several decades to detect changes in the roles of male and female students. Guidelines for the analysis tasks are provided. Many of the activities require students to examine their attitudes toward traditional and contemporary roles for women and to project what their future response to sex role expectations and career opportunities will be. These activities notwithstanding, the teacher using Women in America, either as a core or supplementary text, will need to devote some time to planning specifically how the book will be used. Although no suggestions for incorporating the book into other courses are given, the chronological index provided would be very useful in integrating the book into an American history course.

Evaluative Data

Material used in the book was field tested with students in classes taught by the author. More information can be obtained by contacting the publisher.

WOMEN'S LIVES/WOMEN'S WORK

Director:	Florence Howe		
Publishers:	The Feminist Press P.O. Box 334 Old Westbury, New York 11568	The McGraw-Hill Book Company Webster Division 28th Floor 1221 Avenue of the Americas New York, New York 10020	
Publication Date:	1979	Grade Level:	10-Adult
Availability:	Single copies from Feminist Press; bulk order from McGraw-Hill	Subject Area:	Interdisciplinary Social Studies and Women's Studies

Overview

The Women's Lives/Women's Work project was funded in 1975 by the Ford Foundation and the Carnegie Corporation. The books examine the lives of women from various ethnic and socioeconomic backgrounds and treat each topic from an historical perspective. The five completed books focus on women and work, women in sports, three black women active in the fight against racial and sexual discrimination, women's struggle for legal equality, and the lives of three women who worked for social change. The Teaching Guides--only one of which is available as of this writing--include a list of goals, suggestions for integrating the readings into various areas of the curriculum, and a variety of discussion and activity suggestions.

Materials and Cost

Student and Teacher Materials: Five student books, 6" x 9", paperbound. Teaching Guides, forthcoming. Titles as follows:

Black Foremothers: Three Lives. By Dorothy Sterling. 167 pp.	$ 3.69
Moving the Mountain: Women Working for Social Change. By Ellen Cantarow. 208 pp.	$ 4.75
Out of the Bleachers: Writings on Women and Sport. By Stephanie L. Twin. 229 pp.	$ 4.50
Teaching Guide. By Barbara Gates. 79 pp.	
Rights and Wrongs: Women's Struggle for Legal Equality. By Susan Cary Nicholas, Alice M. Price, and Rachel Rubin. 89 pp.	$ 3.21
Women Working. An Anthology of Stories and Poems. By Nancy Hoffman and Florence Howe. 271 pp.	$ 5.19

Required or Suggested Time

The five books now available are all supplementary in nature; each could be used in part or in its entirety to supplement a variety of social studies or English courses. A full semester course or short unit on women's studies could be based on a combination of the books.

Intended User Characteristics

The books in the Women's Lives/Women's Work series are geared to high school and college students. Selected books and chapters can be used to supplement such varied courses as economics, American studies, American history, sociology, legal education, minority studies, women's studies, psychology, journalism, humanities, biology, and literature. A Fry readability analysis indicates an average reading level of 11th grade.

Rationale and General Objectives

According to the developers, "the Women's Lives/Women's Work project is a response to

Data Sheet by Judith E. Hedstrom.

the needs of students and teachers for material that will help free education from its white male bias.... For more than a decade now, feminists have been producing a new scholarship on women. Women's Lives/Women's Work will make that scholarship available to a wide audience...." Many of the readings are critical of contemporary life; but they are also designed to be "hopeful about the possibilities for change." Goals for the individual titles are stated in the Teaching Guides. For example, two goals listed in the Guide for Out of the Bleachers are to: "liberate both females and male students from conceptions of sex-determined limitations in sports" and "provide understanding of how sports function in our economy."

Content

The five books completed to date examine women in sports, legal equality, women working, the lives of three black women, and women working for social change. Out of the Bleachers is a collection of 20 writings by various authors and two photo features on women and sports. The book examines myths and realities regarding physiology, women who pursue sports as a career or as a leisure activity, and the structure of women's sports. Rights and Wrongs deals with the struggle for women's legal rights which has been and is being waged. The authors present information on women and the Constitution, from the earliest efforts to win the vote to the present-day struggle for the Equal Rights Amendment; marriage laws; employment discrimination; and women's right to control their own bodies. The book's narrative shows the long but persistent struggle of women toward their goal of true equality before the law. It shows how the law has worked against women, but also how some laws are changing and can be used to improve the status of women. Black Foremothers consists of biographies of three black women, born in the 19th century, and active participants in the fight against racial and sexual discrimination. Ellen Craft became known for her escape from slavery and her active role in social and political causes. Ida B. Wells is best known for being "the first to bring to international attention the unspeakable crime of lynching." Wells and Mary Church Terrell, a suffragist and peace activist, helped to found the National Association for the Advancement of Colored People. The biographies reflect concerns common to socially and politically active black women from the days of slavery to the present. Working Women is a collection of 34 stories and poems, by a variety of authors, both famous and unknown, about the work women do. It is arranged into four sections: Oppressive Work, Satisfying Work, Family Work, and Transforming Work. Moving the Mountain tells about three women active in various movements for social change. Florence Luscomb worked in the suffrage, labor, and peace movements from the early 20th century to the present. Ella Baker was an organizer for civil rights and black liberation movements for nearly 50 years. Jessie De La Cruz was active as the first woman organizer working in the fields for the United Farmworkers. The book tries to show not only what but why these women worked in social movements. All five of the books offer historical perspective on the topic of concern and fill in a gap left by most traditional textbooks on the roles and contributions of women. Seven additional titles are being developed.

Teaching Procedures

At the date of this writing, only the Teaching Guide for Out of the Bleachers has been completed. All 12 Guides will follow a similar format, according to the developers. The Introduction to the Guide includes a list of goals; a chart showing where in the curriculum each reading can be used; and brief sections on pedagogy, motivating students to read, and how to use the Guide. Several activites are provided for introducing the book--a discussion of key terms, a questionnaire on participation and interest in sports, and a quiz on women and sports. The Guide is organized thematically, listing the relevant readings from the anthology. For each theme there are discussion questions, introductory activities, teaching suggestions, and follow-up research assignments. Suggested activities include analyzing magazines, dramatic readings, making graphs, interpreting data, role playing, comparative studies, making personal history charts, writing, and oral history projects. There are "Notes to the Teachers" on topics such as dealing with students who "hate sports," competition and cooperation, and avoiding female chauvinism. The Guide concludes with a bibliography for the teacher and student and notes on various teaching techniques.

Evaluative Data

A testing edition for each book in the series was first produced. These were used in public, private, inner-city, small town, suburban, and rural schools in ten states throughout the country. Approximately 350 teachers reviewed the books and/or used them in their classes. The books were revised based on teacher comments and student questionnaires. This input was also used in developing the Teaching Guides.

WORLD WAR I--THE HOME FRONT; THE GREAT DEPRESSION AND THE NEW DEAL; and WORLD WAR II--THE HOME FRONT

Developers: The National Archives and Records Service

Publishers: Social Issues Resources Series, Inc. (SIRS)
P. O. Box 2507
Boca Raton, Florida 33432

National Archives Trust Fund Board
General Services Administration
Washington, DC 20408

Publication Date: 1978

Grade Level: 9-12

Availability: From SIRS, Inc.

Subject Area: American History and American Studies

Overview

As part of a continuing effort to make their records available to the public, in 1970 the National Archives and Records Service began a program "designed to introduce these vast resources to secondary school students. School classes visiting the Archives were given the opportunity to work with archival materials as historians use them." Teachers and students enthusiastically responded to the activities which were developed. As a result of this success, three supplementary units were developed focusing on the home front during World Wars I and II and the period of the Great Depression and the New Deal. Three additional units are in preparation. Each unit consists of a detailed Teacher's Guide and source documents such as letters, newspaper clippings, and photographs.

Materials and Cost

Materials Package: 3 kits packaged in cardboard boxes, 9" x 14 1/2" x 3/4"; each contains Teacher's Guide, 38 to 68 pp.; 34 to 47 documents from the National Archives and Records Service. Titles as follows:

World War I--The Home Front.	$25.00
The Great Depression and The New Deal. With cassette recording	$25.00
World War II--The Home Front. With cassette recording	$25.00

Required or Suggested Time

To complete the first unit, World War I--The Home Front, two weeks of class time should be allowed. The first exercise in The Great Depression and the New Deal requires a full week of class time to complete. The remaining exercises in that unit will take at least eight days of class work. The third unit, World War II -- The Home Front, requires approximately three to four weeks of class time. Less time would be required if exercises or topics from the three units were used selectively.

Intended User Characteristics

The units are designed for use with secondary students in American history or American studies classes. The exercises require students to work extensively with primary source materials of varying reading levels and can be used with average and advanced students as well as with students who have reading difficulties. Teachers may want to assign documents such as photographs or posters to slower students. The units would probably be more successful with senior high students than with junior high students; however, motivated junior high students could benefit from the exercises with additional teacher direction. Teachers need no special training to implement these units.

Rationale and General Objectives

These three units are "designed to supplement and enliven your students' study [of World Wars I and II and the period between] by involving them in the process by which history is written." Having completed the exercises, students should be able to "(1) identify factual elements in a given document; (2) identify points of view (bias, prejudice, and value judgments); (3) collect, reorder, and weigh the significance of evidence in a document; (4) develop defensible inferences and generalizations from factual information in a document; (5) draw conclusions based on factual

Data Sheet by Judith E. Hedstrom.

evidence in a document; (6) analyze several documents in order to compare and contrast interpretations of the evidence; [and] (7) prepare personal arguments (oral and written) based on conclusions drawn from several documents." In addition, specific learning objectives are given for each exercise.

Content

Each unit contains a Teacher's Guide and reproductions of documents from the National Archives and Records Service. Each Guide contains an introduction, general and specific objectives, a list of documents, student exercises, a glossary of specialized words and phrases, brief biographies of some of the people who appear in the documents, and an annotated bibliography of student and teacher materials. The documents include letters, photographs, posters, agency publications, newspaper clippings, charts, and sound recordings. They were selected according to three standards. "First, the documents are taken entirely from the holdings of the National Archives. They therefore reflect the actions of the federal government or of citizens' responses to the actions. Second, the documents were reviewed carefully to ensure their legibility and potential for vocabulary development. Third, each document is typical of the hundreds of records of its kind relating to its particular topic. [The developers were] careful not to choose exceptional or unrepresentative documents." The first unit, World War I—The Home Front, focuses on five topics: public attitudes toward American neutrality in 1917; the changing role of women during the war; government efforts to enlist citizen support through print and poster campaigns; citizen reaction to the war effort and war-related issues; and effects of the conclusion of the war on immigrants, women, black Americans, and returning soldiers. The most comprehensive exercise in the second unit, The Great Depression and The New Deal, is a study of the effects of this period on the rural state of Iowa and the industrial/urban state of Ohio. If time allows, students also consider how their own state's experience might compare. The remaining exercises in the second unit deal with WPA programs, effects of the New Deal on the lives of ordinary Americans, attitudes and values of workers and industrialists toward the federal government's expanded role in regulating industry, and sounds of the New Deal and the general mood of the era. The exercises in the third unit, World War II—The Home Front, help students understand how the war affected various aspects of life at home, such as the role of women and prices and availability of consumer goods. Several documents show how Japanese Americans were treated during the war.

Teaching Procedures

Before students are introduced to these units, they should be assigned appropriate, related readings from their regular textbook and other secondary sources. Teachers may select to use all the exercises in a given unit or to use only one or two, depending on available time and class needs. The developers encourage teachers to modify the exercises to suit their particular style of teaching and to meet their students' needs. The exercises incorporate various teaching and learning styles and "are directed toward developing the skills and knowledge of historical processes." For each unit, there is an introductory exercise designed to acquaint students with the nature of documents and their role in the development of history. In this exercise, students examine a document and answer a series of questions introducing the process historians use to develop information from primary sources. "This process begins with accurately identifying the information in any given document, assessing the biases of both the writer of the document and the reader of it (in this case, the student), determining what information is missing, and, finally, framing a hypothesis or drawing a conclusion." Students work individually, in small groups, or as a class. Major activities are document analysis, discussion, and oral or written presentations. The various exercises involve students in writing letters, simulation activities, public meetings, and value analysis, to name a few. Various long-term projects, often involving the study of the local community, are suggested. An annotated bibliography is provided for each unit; the developers suggest teachers "encourage . . . students to view these sources with the same critical eye with which they view the documents in the unit."

Evaluative Data

In developing these units, the National Archives and Records service staff "worked closely with secondary social studies teachers and administrators to determine which units would be most useful to them and what student skills they wished to see developed."

ANALYSES OF TEACHER RESOURCE MATERIALS

BASIC BEGINNINGS: A HANDBOOK OF LEARNING GAMES AND ACTIVITIES FOR YOUNG CHILDREN

Authors:	Audrey Burie Kirchner
Publisher:	Acropolis Books Ltd. 2400 17th Street, N.W. Washington, D.C. 20009
Publication Date: 1979	Materials and Cost: Paperbound book, 259 perforated pages, $12.95
Grade Level: Preschool - 2	Subject Area: Early Childhood Education and Interdisciplinary

Basic Beginnings is a handbook for teachers of young children in preschool through 1st or 2nd grade. It includes a program plan and many games, activities, and lessons, all used successfully with four- to six-year-old children. The author believes that developing a love of learning in young children "is essential to the effective development of the skills of reading, writing, arithmetic, and self-discipline." She quotes Elizabeth M. Jenkins' philosophy that "all that happens to the child impresses him for good or ill and often forever." Thus, this book is designed to provide positive early-learning experiences for children in order that they might develop that love of learning which will help them later on to acquire basic skills. Part I of the book describes in detail the early childhood program used at the Elizabeth Jenkins School for Children, Millersville State College, Millersville, Pennsylvania. The philosophy and goals are outlined along with a list of concepts and skills in the following areas: physical needs, emotional needs, intellectual needs, social needs, and creative needs. Responsibilities of teachers, student teachers, parents and aides, and team leaders are also listed. The remainder of Part I offers suggestions for preparing the learning equipment, planning a flexible daily schedule, and individualizing instruction using a work-board model. Part II, "Games for Basic Skill Development," includes games and activities for developing visual perception, sequence/classification skills, and beginning reading and math skills. Specific skills to be developed are listed in the upper right-hand corner of each game, for easy reference. In addition, any blackline masters required are on the reverse side of the game instructions. Part III includes language experience activities in the following categories: self experiences, make-believe experiences, sensory experiences, and special-days experiences. "Themes for Study" are included in Part IV. For each theme there

are five related lessons. The themes and focus topics are: "Awareness of Self and Others"--each of us is special; "Awareness of Our Responsibilities"--ecology; "Awareness of Our Surroundings"--the magnifying glass and how we use it; and "Awareness of the World's Past"--animals that lived long ago.

The book should prove to be quite useful for teachers setting up a new program, for those who could use some ideas for individualization, or for those who are looking for both individual and group activities to add a little variety to an existing program. Parents and aides should also find the book useful as it contains many interesting activities for just one or two children.

BETTER WAY, A: DAILY LESSONS FOR THE VISITING TEACHER

Authors: Constance Chambers Rossitto and Linda Ortiz Macpherson

Publisher: Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, California 94025

Publication Date: 1979

Materials and Cost: Spiralbound book, 237 pp., $9.60

Grade Level: 1-6

Subject Area: Multidisciplinary

A Better Way is a book that introduces a "Visiting Teacher Plan" for grades 1-6 and provides lesson plans to implement it. The manual is designed to help teachers change their role "from that of substitute, or 'pinch-hitter,' to one of independent teacher in charge--a professional expert who visits a class from time to time in order to provide stimulating material in a novel way." Lesson plans are arranged by grade level. For each level, there are 15 full-day lesson plans, each based on a theme and designed to "review and reinforce concepts which have already been presented to students by the regular classroom teacher." Lessons focus on themes such as family, communication, creatures, newspapers, monsters, and myths and fables and emphasize a variety of basic skills; for example, oral expression, sequencing, graphing, research skills, word recognition, and listening skills. Each daily plan is organized into several subject areas: reading, science, spelling, math, social studies, language arts, physical education and art. For

each part of the lesson plan, objectives, materials needed, and methods are outlined. "To work most effectively, the manual should be adopted by the district. Each teacher should have a copy, each visiting teacher should have a copy, and there should be a couple on hand in the office to be used as reference." Under the Visiting Teacher Plan, when a teacher is absent, he or she calls the office and indicates which lesson the visiting teacher should use. The visiting teacher gets this information over the telephone and has time to review the lesson before teaching it. The manual provides a number of hints for implementing the plan, based on field testing in four school districts. A Better Way would also be useful--although not quite as efficient--for individual teachers and/or substitutes in districts that have not adopted the manual.

CHANGING LEARNING, CHANGING LIVES: A HIGH SCHOOL WOMEN'S STUDIES CURRICULUM FROM THE GROUP SCHOOL

Authors: Barbara Gates, Susan Klaw, and Adria Steinberg

Publisher: The Feminist Press
Box 334
Old Westbury, New York 11568

Publication Date: 1979

Materials and Cost: Paperbound book, 237 pp., $6.00

Grade Level: 9-12

Subject Area: Women's Studies

Changing Learning, Changing Lives presents a women's studies curriculum for students from working-class backgrounds, particularly women students. The book is by three teachers at The Group School, "a certified alternative high school for students from working-class and low income backgrounds in Cambridge, Massachusetts." Although The Group School is not a typical school, the teaching techniques and materials described in this book should be applicable or adaptable for use in other settings with students from low income backgrounds. The authors list ten student-centered goals for the curriculum; probably the major goal is helping students "recognize their strengths and build self-confidence and self-esteem." The book consists of a thorough introduction, an extensive chapter on

teaching and learning techniques, and nine units from the women's studies curriculum. The chapter on teaching techniques provides helpful information on teaching reading, writing, and vocabulary skills and discusses ways to use role plays, speakers, field trips, and interviews. The nine units are arranged thematically as follows: "Messages from Society," "Early Socialization," "Growing Up Female," "Adult Sex Roles," "Sexuality," "Mean Streets," "Women and Work," "Women Organizing Themselves," and "Women's News." Each includes an overview; from one to seven subtopics, each with its own introduction and activities; and "Notes to the Teacher." The activities require active participation by students and teachers. For many of the activities, a variety of assignment options are given, allowing for individualization. The units are quite flexible; all nine can be combined for a full-year course; one or two can supplement other subject area courses; or several can be combined to form quarter or semester courses. The materials were field-tested by 40 teachers in the Boston schools in 1975-76. They were revised and expanded to include male students. Teachers who worked with both all-female groups and mixed groups reported better results with the all-female groups. Racially mixed classes often expanded on the lessons to include racial issues as well as women's issues.

EDUCATION IN ACTION: 50 IDEAS THAT WORK

Editor: Jeanne S. Park

Publisher: U.S. Department of Health, Education, and Welfare
Office of Education
Washington, D.C. 20202

Publication Date: 1978

Materials and Cost: Paperbound book, 128 pp., $2.75, Order HEW Publication No. (OE)--77-01018

Grade Level: K-12

Subject Area: Interdisciplinary and Multidisciplinary Education

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Education in Action describes 50 successful education programs originally developed with funding from the U.S. Office of Education. Selected from 130 programs, these 50 "represent a broad range of education ideas which in the past

few years have brought improved learning opportunities to thousands of young people." All were selected based on their effectiveness for use in other school districts. The program descriptions are organized by the following categories: reading, language arts, and math; early childhood; career and vocational education; handicapped; bilingual and migrant; environmental; alternative schools; and special interests. Important elements of the programs are described, usually with examples illustrating how the programs actually work. Each program description includes a name and address from which interested persons can get information about implementing the program in their district. Various programs focus on reading skills, evaluation, counseling, volunteer help for schools, parental involvement, career education, motivation, helping migrant students, outdoor environmental education, the community as a classroom, educational alternatives, drug prevention, legal education, fine arts, and improved self-concepts. One, for example, called Project PASS (Positive Alternatives to Student Suspension) allows students to spend time in a Time Out Room where an "effective listener" sits. Some students go on their own; others are sent by a teacher. Another part of this program includes a 12-week course of humanistic activity where small groups of students, in a non-threatening atmosphere, get to know each other very well. A basic encounter group meets after school for a limited number of students. A 12-week course on problem-solving, human relations, and value clarification is available as well. Similar encounter groups are available for the teachers each fall before school starts. The suspensions in the Florida county where Project PASS is in effect have dropped from 12,000 a year to 4,700 a year.

FUTURES UNLIMITED: TEACHING ABOUT WORLDS TO COME

Authors: Robert M. Fitch and Cordell M. Svengalis

Publisher: National Council for the Social Studies
3615 Wisconsin Avenue N.W.
Washington, D.C. 20016

Publication Date: 1979

Materials and Cost: Paperbound book, 88 pp., $6.95

Grade Level: 4-12

Subject Area: Future Studies

Futures Unlimited: Teaching About Worlds to Come is the 59th Bulletin of the National Council for the Social Studies. In their preface, the authors recognize

the growing number of teachers who desire to include futures instruction in their teaching and the wide variety of ways this is being done across the country. In this book, they "have attempted to provide both a theoretical framework and a number of practical suggestions for individuals who wish to explore some of the many possibilities for teaching about the future." Although most of the teaching suggestions presented are designed for secondary students, many could be adapted for use with upper elementary students. Seven chapters comprise the book. Chapter 1 examines the nature of futurism and explores ideas of European and American futurists. In Chapter 2 a rationale for teaching about the future is presented along with an explanation of ten characteristics of futures education, outlines of courses and units, and a discussion of three organizational frameworks--the separate course approach, the separate unit of some future-related topic added to a standard social studies course, and the "infusion" approach where futures ideas and concepts are integrated into the standard curriculum. Chapter 3 focuses on innovative methods for teaching about the future. Eight techniques are explained, including trend extrapolation forecasting, the scenario, and simulation forecasting. These are followed by 20 sample activities; for each the purpose and procedure is described. The fourth chapter, "Inquiry into Values and Futures Education," presents a rationale for using values questions in futures education. Much of the chapter focuses upon "the element of choice and the assessment of consequences as a means of inquiry into values." The last part of the chapter consists of specific suggestions for classroom implementation of value analysis. Chapter 5 discusses the use of science fiction to teach about the future. This chapter also presents a list of relevant resources. Evaluation is the subject of Chapter 6. The authors stress that "evaluation is an ongoing process that is an integral part of the teaching-learning process." A variety of techniques are suggested. The last chapter presents resources for teaching about the future. These are organized into 21 categories such as books suitable for student texts, economics and work, life styles and changing sex roles, technology, international relations and world order, multimedia kits, games and simulations, and periodicals. An appendix suggests possible objectives for futures education programs.

GLOBAL ISSUES: ACTIVITIES AND RESOURCES FOR THE HIGH SCHOOL TEACHER

Authors: Kenneth A. Switzer and Paul T. Mulloy

Publisher: Social Science Education Consortium
855 Broadway
Boulder, Colorado 80302

Publication Date: 1979

Materials and Cost: Paperbound book, 102 pp. plus 65 reproducible student pages, $7.95

Grade Level: 9-12

Subject Area: Global Studies

Global Issues contains activities and resources for dealing with issues of global concern in the high school classroom. According to the authors, "Through studying global issues, students can be expected to broaden their range of concerns to include the major issues facing humankind as we approach the 21st century. The activities in this handbook has been designed to help teachers achieve this goal." Teachers could either use this resource to add a global dimension to their ongoing social studies courses or, in conjunction with other resources, could develop a separate course on global studies. Following the introduction to the book there are six units. Topics are as follows: "World Trade and Economic Interdependence," "Global Conflict and the Arms Race," "Economic Development and Foreign Aid," "Environment and Technology," "Energy and Natural Resources," and "Human Rights." Each unit includes an introduction with background information on its particular topic and a brief overview of the unit. This is followed by two lessons which each consist of an introductory statement, suggested courses and topics, time required, instructional objectives, sources of data, and suggestions for introducing, developing, and concluding the lesson. A variety of strategies are used in the lessons, including small group discussion, role play, brainstorming activities, decision making, and analysis of readings, quantitative data, opposing viewpoints, and case studies. Additional resources for the unit are divided into two categories: primary resources--or those which can be used as the basis of a unit or course--and supplementary resources. Detailed annotations of the primary resources are provided, while short descriptions follow the supplementary resources. The suggested resources in each unit are followed by several reproducible student handouts to be used with the lessons. An appendix listing sources of classroom materials with their addresses concludes the book.

HANDBOOK FOR THE TEACHING OF SOCIAL STUDIES, A

Authors: The Association of Teachers of Social Studies in the City of New York

Publisher: Allyn and Bacon, Inc.
Longwood Division
470 Atlantic Avenue
Boston, Massachusetts 02210

Publication Date: 1977

Materials and Cost: Hardbound book, 289 pp., $13.95

Grade Level: 4-12

Subject Area: Interdisciplinary Social Studies, Multidisciplinary Social Studies, and Teaching Techniques

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A unique feature of A Handbook for the Teaching of Social Studies is that it is entirely teacher-developed. In the acknowledgements, the planning committee, contributors, and those responsible for the final draft of each chapter are recognized. The handbook is designed to help middle school, junior high, and high school classroom teachers to develop, implement, and evaluate social studies programs. Twelve chapters are included. Chapter 1, "Goals and Objectives," focuses on the broad purposes of social studies (goals), explaining eight traditional goals, and on the specific changes "that take place in students on a daily basis as they are exposed to social studies learning" (objectives). Cognitive and affective domains are discussed and suggestions for writing objectives are given. The second chapter focuses on planning. A rationale for planning is given and procedures for unit and lesson planning are discussed. The subject of Chapter 3 is "The Art of Questioning." The nature, scope, and mechanics of questioning are explored, along with some common pitfalls in questioning, suggestions for using questioning for inquiry and discovery learning, the problem of participation, and the handling of student responses. Independent study is discussed in Chapter 4. Rationale, evaluation, and various types of independent study projects are discussed. Chapter 5 provides information on dealing with values in the classroom, including applying standard strategies to values learning, moral dilemmas, teaching cultural values, and the teacher's role. Chapter 6 focuses on reading skills and strategies for integrating reading skills and social studies. In Chapter 7, types of media are discussed and a proprosal for a media center is presented. The use of simulation activities is discussed in Chapter 8. Included are objec-

tives, a content model and game settings, and a discussion of interaction, roles, rules, and debriefing. The purpose of testing and evaluation is the subject of Chapter 9. Evaluation of social studies objectives is discussed. Chapter 10 explores electives and curriculum considerations and includes suggestions for planning a new course. The final two chapters focus on professional growth and evaluation. Most of the chapters are followed by exhibits which include specific examples of the techniques described in the chapter, and most include a bibliography.

LAW IN THE CLASSROOM: ACTIVITIES AND RESOURCES

Author: Mary Jane Turner

Publisher: Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Publication Date: 1979

Materials and Cost: Paper cover, plastic bound to lie flat, 392 pp., $17.00

Grade Level: K-12, Adult

Subject Area: Legal Education

Law In the Classroom is a practical handbook designed for "law and justice professionals who serve as resource persons for school and community groups." Classroom teachers should also find it useful in working with such resource persons to plan meaningful programs about the law for their students. The book consists of four parts. The introduction provides an overview and explains how to use the handbook. It also presents background information for the teacher--information on using the community as a teaching resource and a checklist for a classroom visit--and for the resource person. Part 2 explains a variety of strategies designed to actively involve students. For each, procedural guidelines and instructions for implementation are given, along with several law-related examples. The strategies explained include case studies, mock trials, moot courts, pro-se courts, brainstorming, dilemmas, surveys, games, police activites, field trips, and other strategies. The third section includes activities that are especially appropriate for programs focusing on the following content areas: introduction to law, individual rights, criminal law, and civil law. The sections on individual law and civil law have been further broken down into subcategories such

as freedom of speech, search and seizure, family law, and environmental law. The activities in Parts 2 and 3 combined include 65 student handouts--a total of 152 reproducible pages. Special strategies and activities for use with elementary students are indicated in the Table of Contents as well as in the introductions to specific sections. (Other activities are generally suitable for use with secondary students or community groups.) Part 4 of the handbook suggests additional resources. Sources of legal education materials include print materials for students, print materials for teachers and resource persons, media kits and filmstrips, and games and simulations. Related journal articles in the ERIC system are also cited.

The materials in the handbook were compiled from many sources which are listed in the Acknowledgments. This edition of the handbook is based on earlier versions of a sourcebook originally developed by the Colorado Legal Education Program (CLEP), which was established in 1974 by the Colorado Bar Association and the Social Science Education Consortium with financial support from the Law Enforcement Assistance Administration and the Colorado Department of Education. Many of the activities included were used in CLEP workshops. Others were selected based upon teacher recommendations and feedback.

ME? TEACH READING?--ACTIVITIES FOR SECONDARY CONTENT AREA TEACHERS

Authors: Mary Beth Culp and Sylvia Spann

Publisher: Goodyear Publishing Company
1640 Fifth Street
Santa Monica, California 90401

Publication Date: 1979

Materials and Cost: Paperbound book, 200 pp., $9.95

Grade Level: 7-12

Subject Area: Reading in Content Areas

Me? Teach Reading is a resource book designed to help secondary teachers teach reading in their particular content areas. The authors point out that "many secondary teachers don't think of themselves as teachers of reading." Most have had little instruction in this area and consider themselves specialists in teaching their particular content areas. But, the authors continue, every academic subject as well as many of the nonacademic subjects are dependent on reading as a primary means of gaining information. According to the authors, teachers should

think of reading "as a spiral, with elementary skills at the bottom and ever-widening, more complex skills at the top." They believe secondary content area teachers are the best qualified persons to teach students to read in their subjects, because they "know the language of the subject and the important concepts and skills to be learned in it." The book consists of seven chapters. The first presents a rationale for teaching reading in the content areas in secondary school. Chapter 2 explains how to assess student reading levels and needs. Several assessment instruments are explained along with methods of learning student interests and needs and how to find appropriate materials. Chapter 3 discusses how to get students ready to read, focusing on motivation, reading assignments, developing proper use of textbooks, and interpreting graphics, tables, paintings and photographs, charts and diagrams, graphs, cartoons, and maps. Chapter 4 presents 33 vocabulary-building activities. Chapter 5 focuses on improving comprehension. Sixty-three activities are presented, designed to help students establish sequence and follow directions; recognize sentence, paragraph, and unit organization; read for the main idea; read critically; and develop comprehension skills in the content areas. In Chapter 5, activities are presented for developing referential skills, scanning skills, and skimming skills. The final chapter includes 16 activities for teaching functional reading. Although the authors feel that most of the activities are adaptable for all content areas, they have included a guide in the front of the book which specifies activities especially appropriate for all content areas, art, business, language arts, mathematics, science, and social studies.

MULTICULTURAL SPOKEN HERE: DISCOVERING AMERICA'S PEOPLE THROUGH LANGUAGE ARTS AND LIBRARY SKILLS

Authors: Josephine Chase and Linda Parth

Publisher: Goodyear Publishing Company, Inc.
1640 Fifth Street
Santa Monica, California 90401

Publication Date: 1979

Materials and Cost: Paperbound book, 149 pp., $9.95

Grade Level: 3-6

Subject Area: Ethnic Studies

Multicultural Spoken Here was designed with two purposes in mind: to help middle and upper grade elementary students learn about the major cultural groups

within the United States and to develop library skills. The approach is an individualized one and many of the ideas and activities are designed to be used in learning centers. The seven chapters focus on explorations, American Indians, Afro Americans, Asian Americans, Mexican Americans, European Americans, and living and working together. For each of the chapters there is an introductory paragraph for students providing background information, which teachers are to copy on lined tagboard for display. This introduction is followed by teacher preparation and teaching directions for various types of activities: games, puzzles, worksheets, art activities, puzzles, and recipes. For example, students write sentences using Indian pictographs, play the African Kalah game, find the year of their birth on the Chinese calendar and read their horoscope card, make corn tortillas, and learn to say "hello" in many European languages. The final chapter suggests students work in committees--each committee focusing on a specific cultural group--and prepare reports; present a song, dance or skit representative of that culture; and make a collage. Suggestions for concluding class activities include a potluck luncheon, an art exhibit, a talent show, or a mural. In addition to the cultural focus, each chapter includes a library skills section. Activities in these sections focus on the cultural group being studied, but also help students locate and identify library books, use the card catalog, understand the Dewey decimal system, use dictionaries and encyclopedias, learn about guide words and alphabetizing, and use the globe and atlas. For every activity there are detailed directions for teacher preparation and teaching procedures; reproducible student handouts are included if required. A bibliography of books and audiovisual materials concludes each chapter.

PRIME TIME SCHOOL TELEVISION STUDY GUIDES

Chairperson: Irving B. Harris

President: William S. Singer

Publisher: Prime Time School Television
120 South LaSalle Street
Chicago, Illinois 60603

Publication Date: Continuous

Materials and Cost: Monthly study guides and programming calendars; membership fee--$10.00 per year; group membership (10 or more individuals)--$5.00 each per year

Grade Level: 4-12

Subject Area: Multidisciplinary

The goal of Prime Time School Television (PTST), a national non-profit organization, is "to encourage teachers and parents to take full advantage of the learning opportunities offered by evening television." Study guides are published monthly and focus on television specials and series programs both on commercial and public television networks. Some guides are designed to be used in secondary schools; others are for upper elementary grades, depending on the target audience of the television program. Examples of television specials for which guides have been published are: "Roots: The Next Generations," "The Long Search," "CBS Programs for Young People," "Edward the King," "Global Paper: The Fight for Food," "Einstein's Universe," "Once Upon a Classic," and "Brave New World." Each guide includes an introduction and introductory activities, program synopses, teaching activities, and resources. For example, the study guide for "Roots: The Next Generations" includes an introduction with activity suggestions for studying major themes that run throughout the entire series. For each "Roots" episode, there is a synopsis describing important events and providing background information useful in preparing students for viewing. Activities include discussion questions; topics for essays or short stories; strategies for relating events of the episodes to conditions today as well as to students' own lives; art, literature, and music projects; research topics; and starting points for tracing family genealogies. The general bibliography and the bibliographies for each of the "Roots" episodes include books for students and teachers; books which should be easily read by high school students are marked with an asterisk (*). Members of PTST also receive a monthly programming calendar listing dates and times of all special broadcasts.

RAINBOW ACTIVITIES: 50 MULTI-CULTURAL/HUMAN RELATIONS EXPERIENCES

Authors: The Ethnic Cultural Heritage Program Staff, Seattle Public School District No. 1, Seattle, Washington

Publisher: Creative Teaching Press, Inc.
South El Monte, California

Availability: Teachers' Helper
6460 East Yale
Denver, Colorado 80222

Publication Date: 1977

Materials and Cost: Paperbound book, 100 pp., $4.95

Grade Level: K-8

Subject Area: Ethnic Studies and Human Relations

"The Rainbow activities in this book have been developed to encourage children to appreciate their cultural heritage and the heritage of others. 'The beauty of differences and the differences of beauty' is the Rainbow theme." The developers' goal is to help children feel good about themselves, developing pride in themselves and respect for others. The 50 activities have been successfully field-tested with students from kindergarten through 8th grade. The developers emphasize, however, that the success of the activities depends upon "the teachers' sensitivity and a capability in the human relations area." The activities fall into four categories: cultural pluralism, self-image, values, and feelings. For each activity, the developers provide the following: objective, materials required, procedure, anticipated outcome, follow-up activities, and a space for teacher notes. Most activities also contain suggested variations. Among the teaching techniques included are discussion, art, singing, food tasting, puppet shows, ethnic activities, values activities, and games. In one activity, designed "to show the children that differences in perception and interpretation are part of each child's uniqueness," each student is given a piece of paper on which identical lines and shapes have been drawn. Each child completes a picture based on the lines. After the pictures are finished, students should be able "to see their differences in perception and interpretation by comparing their drawings." Most of the activities can be completed in one or two class periods. The entire class or small groups of students can engage in activities. All activities can be adapted for use at various grade levels.

SELECTED SOCIAL STUDIES SKILLS: 88 REINFORCEMENT LESSONS FOR SECONDARY STUDENTS

Editor: Stuart Stockhaus

Publisher: Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Publication Date: 1979

Materials and Cost: Looseleaf book, cardboard cover; 290 pp.; $15.00

Grade Level: 7-12

Subject Area: Interdisciplinary Social Studies and Skill Development

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Selected Social Studies Skills: 88 Reinforcement Lessons for Secondary Students was developed by five junior high school teachers from Robbinsdale (Minnesota) Area Schools as part of a diagnostic testing and remediation program for their district. The lessons have been adapted for use with a broader audience and have been used successfully with students in need of remediation at both the junior and senior high levels. The 88 non-sequential lessons are suitable for use in a variety of content areas and are arranged into four main skills areas: (1) using reference aids; (2) understanding tables, graphs, and cartoons; (3) geographic skills; and (4) evaluating information. A brief introduction to each of these skill areas presents general objectives, skill categories addressed, and materials required. Each skill area is subdivided into three to six more specific skill areas which the lessons address. For example, "Evaluating Information" consists of 21 lessons focusing on identifying facts and opinions, recognizing points of agreement and disagreement, recognizing bias, identifying primary and secondary sources, assessing the reliability of sources, and identifying inconsistencies. Each lesson is presented in the form of a worksheet which can be reproduced for student use. Teachers will find lessons to reinforce skills such as using an index, using the Reader's Guide to Periodical Literature, interpreting and constructing tables, understanding political cartoons, understanding latitude and longitude, separating fact from opinion, and selecting the most reliable source. Lessons can be used by individual students or by the entire class.

SELF-SCIENCE: THE SUBJECT IS ME

Authors: Karen F. Stone and Harold Q. Dillehunt

Publisher: Goodyear Publishing Company, Inc.
1640 Fifth Street
Santa Monica, California 90401

Publication Date: 1978

Materials and Cost: Paperbound book, 173 pp., $9.95; hardbound, $11.95

Grade Level: 2-6

Subject Area: Affective Education and Skill Development

Self-Science: The Subject Is Me presents a curriculum in affective education designed to supplement the traditional classroom curriculum. In their rationale, the authors state that they believe in educating the whole being and that "feelings and actions are as important in determining our self-esteem as is our intellectual development." It is an experienced-based program designed for children in grades 2 through 6, which aims "to equip children with affective and cognitive skills that can broaden understanding and functioning in all learning and social situations." An unusual feature of the program is that students use scientific inquiry methods in studying themselves. The book consists of four major sections plus appendices. Section 1 presents an introduction to self-science. Section 2 focuses on getting started, program organization, management techniques, various alternatives, and evaluation. Sections 3 and 4 consist of 64 lessons organized around ten sequential goals as follows: (1) legitimizing self-knowledge, (2) developing a trusting attitude toward members of one's class, (3) becoming more aware of the many feelings one has, (4) developing communication skills for affective states, (5) disclosing one's thoughts and feelings, (6) enhancing self-esteem in terms of awareness and acceptance of one's strengths, (7) accepting responsibility for oneself, (8) becoming aware of one's major concerns, (9) recognizing one's present behavioral patterns and learning about one's own learning styles, and (10) experimenting with alternative behavioral patterns. "The first five goals help students work toward a group cohesiveness as well as orient them to certain skills they will need later on. The final six goals [5-10] are built around teaching the "Trumpet Process"--a process developed by Gerald Weinstein, professor of education at the University of Massachusetts, which provides the "cognitive guidelines for making sense of the experiences in the lessons." The lessons each require approximately 45 minutes and can be implemented twice a week over one school year or once a

week over a two-year period. The course could also be offered as an elective or included as a mini-course in other curriculum areas. Lessons include the following features where appropriate: materials needed, suggestions for getting started, affective experiences, cognitive inquiry, follow-up assignments, space for teacher comments, separate instructions for games or activities, and notes from Nueva. (The curriculum was field-tested at Nueva Learning Center in Hillsborough, California.) Although many of the lessons could be used with an entire class, the discussions "would generally be more superficial than they would be if held by a more intimate group of eight to twelve." The authors also state that it is important that the group meet in a private meeting place without being overheard or interrupted. These conditions could probably best be met in a team teaching situation, where one teacher works with a large group on math or language arts, while the other teacher works with a small group on self-science.

TEACHING ABOUT SOCIAL ISSUES IN AMERICAN HISTORY:
FOUR DEMONSTRATION LESSONS

Author: Allan O. Kownslar

Publisher: Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Publication Date: 1978

Materials and Cost: Paperbound book, 144 pp., $8.95

Grade Level: 9-12

Subject Area: American History and Contemporary Issues

Teaching About Social Issues in American History is designed to help secondary level American history teachers integrate the teaching of contemporary social and political issues into their classes. The book consists of an introductory chapter and four sample lessons. The introductory chapter includes an in-depth rationale for teaching about contemporary issues in the American history classroom. The author addresses the major criticisms against this approach and concludes that "social-political issues are, consciously or subconsciously, part of the knowledge students acquire, and this knowledge is reflected in the comments they make at home or at school. What is said in a classroom about contemporary issues can

provide the teacher with numerous opportunities to further help students develop the critical-thinking skills so vital to the perpetuation of our political process. This two-fold process is especially significant in view of the responsibility of social studies teachers to help educate the young to become active, involved, and informed citizens." The remainder of the introductory chapter focuses on developing critical thinking skills, provides three activities for doing so, and includes an annotated list of related resources available through the ERIC system. The critical thinking activities, designed to "promote an approach that emphasizes reason rather than emotionalism," can be applied to each of the four lessons which follow. Each of these focuses on a modern-day controversial issue: the Allen Bakke case, the proposed Equal Rights Amendment, the role of political patronage and the David Marston issue, and recent First Amendment freedoms exercised by the American Nazi party. Each lesson consists of an overview which includes a description of materials, lesson objectives, suggested time required, and specific knowledge, skill, and affective objectives; teaching suggestions for introducing, continuing, and concluding the lesson; optional teaching strategies; a list of materials for additional reading; and reproducible student materials on perforated pages. The usefulness of the lessons can go beyond the four issues discussed here, as each can serve as a model for integrating other contemporary issues into the history classroom. The lessons were prepared by students in Kownslar's history teaching methods class at Trinity University in San Antonio, Texas, and were field tested, revised, and updated before publication.

TEACHING AND LEARNING ABOUT SCIENCE AND SOCIAL POLICY

Authors: Kenneth D. Benne and Max Birnbaum

Publisher: Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Publication Date: 1978

Materials and Cost: Paperbound book, 131 pp., $5.95

Grade Level: 9-12

Subject Area: Science/Social Issues

Teaching and Learning About Science and Social Policy is a practical resource for teaching about science-related social issues. The authors state that social

issues, long an accepted part of the secondary social studies curriculum, "represent the agenda of unfinished societal business into which citizens in a democracy are expected to invest their participation in social and public policy making. And the study of social issues, under responsible educational auspices, should help to make citizen participation better informed, more thoughtful, and more responsible." They go on to point out the impact of science and technology on society and how unprecedented ethical questions and societal problems have arisen as a result. They believe the study of such issues is too important to wait for a widespread development of collaboration between science and social studies departments. This book offers practical classroom applications for use by social studies teachers with "only an intelligent lay person's understanding of the scientific and related technological developments which have precipitated urgent and unresolved social problems in our society." The book is arranged into two major sections. The first offers general background and preparation. It includes an introduction; a chapter on "The Sociology, Politics, and History of Contemporary Science and Technology"; a discussion of policy and policy-making; and a section on methods of teaching. This last section identifies six general learning objectives in the study of science and social policy. In brief, these are that students should (1) understand that scientific and technological developments produce major effects on the lives of people, (2) understand that citizen participation in policy making is required if policies are to incorporate a common, public interest, (3) understand ways in which laypersons are dependent on the knowledge of experts in making valid and workable policies, (4) clarify their own values with respect to science-related social issues, (5) learn effective ways of translating their values into participative action, and (6) develop commitments to exercise their rights and responsibilities as citizens through participation in developing social policies.

The second part of the book provides specific teaching suggestions. Four units are included: "Introduction to Learning about Science and Social Policy," "The Past, Present, and Future of Nuclear Energy," "Electronic Technology and the 'Information Revolution,' " and "Altering the Biological Heredity of Human Beings and Other Life Forms." For each unit there are suggested learning activities and recommended readings. In addition, each unit except the introductory unit includes a "risk/benefit analysis" of the issue being presented. The activities are quite varied but generally require active student participation; for example, in making an inventory of recent changes in patterns of human living, reading a work of science fiction, role playing a survivor of a nuclear explosion, and constructing a value continuum.

TEACHING WORLD HISTORY TODAY: A HANDBOOK FOR TEACHERS OF SLOW TO AVERAGE LEARNERS

Authors: Arthur Clubok

Publisher: J. Weston Walch, Publisher
P.O. Box 658
Portland, Maine 04104

Publication Date: 1976

Materials and Cost: Spiralbound book, paper cover, 184 pp., $6.50

Grade Level: 10-12

Subject Area: World History

Teaching World History Today provides a wide variety of activities and many practical teaching suggestions for teaching world history from a global perspective. The handbook is specifically designed for teachers who work with slow to average learners. A helpful introduction (1) lists characteristics of the slow learner, cautioning teachers to "be careful of narrow definitions, labels, and the self-fulfilling prophecy"; (2) states 12 knowledge, skill, and attitude objectives "necessary for maximizing the growth and development of each student"; (3) discusses what the content of a world history course for slow and average learners should be, emphasizing that it "should accentuate the present, focusing on the practical, the concrete, and the relevant," should flow from contemporary culture to the past, and should focus on people; (4) includes a content outline in question format; (5) discusses eight teaching methods and techniques; and (6) explains the format of the book. The handbook is organized into seven chapters, as follows: The Ancient World (8000 B.C. - A.D. 500); The Middle Ages (500-1500); The Age of Transition (1500-1750); Revolution and Dominance (1750-1900); World Wars and Dictatorships (1900-1945); The Soviet Union, Sub-Saharan Africa, and Latin America; and From Cold War to Détente (1945-1975). Each contains an overview of unit content; 16 to 18 motivating activities; 12 skill-building activities directed at developing map skills, written and oral language skills, reading comprehension skills, research skills, and critical thinking skills; 18 to 24 open-ended questions of varying degrees of difficulty; two or three case studies with discussion questions; 11 or 12 student projects and activities; a list of generalizations and key terms; and a bibliography of student and teacher resources. The activities are varied and generally involve direct student participation. Debating, role playing, writing newspaper articles, listening to and dramatizing stories and legends from particular historical periods, discussing quotations, viewing films or filmstrips, going on field trips, writing songs, and designing stamps are but a few of the suggested strategies. This handbook is not intended to take the place of a basal world history text; rather it should be used in conjunction with one or more such texts to enhance and to motivate

TURN-ONS! 185 STRATEGIES FOR THE SECONDARY CLASSROOM

Author: Stephen K. Smuin

Publisher: Pitman Learning, Inc.
6 Davis Drive
Belmont, California 94002

Publication Date: 1978

Materials and Cost: Paperbound book, 208 pp., $7.50

Grade Level: 7-12

Subject Area: Multidisciplinary Social Studies

Turn-Ons! was written primarily for classroom teachers at the secondary level. The author believes that "The lessons of life should determine the students' educational learning plan" and that "education can no longer take place only in school." The strategies, which require active student involvement, are designed to help students reach 18 specific objectives. Among these are the ability to communicate verbally; the ability to make a rational decision; the awareness of career alternatives; the knowledge of how and why one is a product of history; and the ability to maintain oneself and to prosper in today's economic, social, and legal/financial society. The strategies are not designed to be used in place of basic course materials but are intended to supplement and provide motivation. They can be used "to introduce or further a theme, to stimulate the real functioning of a theme, or to debrief past study." The author has used the strategies in a variety of social studies courses and in diverse school settings as well as in substitute-teaching situations. The strategies are arranged into five units. Unit I, "Class Starters," includes strategies for interaction, development of group concept, and group concept at work. "Social Psychology" includes strategies for developing topics such as perceptions, child development, death, and loneliness. The third unit, "Social Problems," focuses on strategies for discovering social problem areas as well as eleven specific problems, such as poverty, sports and society, violence, and futurism. Unit IV, "Historical Methodology," suggests strategies for developing an interest in history, acquiring skills, functioning as a historian, and studying American government classes. The Appendix includes handouts for use with several of the strategies; names and addresses of film distributors, manufacturers of simulation games, and publishers of educational materials; and a bibliography.

WHOLESCHOOL BOOK, THE: TEACHING AND LEARNING LATE IN THE 20TH CENTURY

Authors: Bob Samples, Cheryl Charles, and Dick Barnhart

Publisher: Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, California 94025

Publication Date: 1977

Materials and Cost: Paperbound book, 277 pp., $6.36

Grade Level: K-12

Subject Area: Interdisciplinary

The Wholeschool Book, about teaching and about learning, focuses on the teacher. In the Preface the authors state, "It is clear that good, enriching education can occur anywhere, anytime, and under abysmal circumstances. But if it does . . . it is always traceable to a competent teacher . . . a person whose psyche is in good shape and whose ego strength can withstand almost any circumstance." They believe that good people make good teachers, and that "good teachers are those who want to teach, who care about themselves and care about students. They are flexible, competent, and have a good sense of humor." The book is written in a personal, readable style and includes many striking photographs, stories, examples, activities, hand-written comments, and quotations. It presents a humane approach to education, emphasizing the uniqueness and the intrinsic value of each human being--student and teacher. Metaphors, used through the book, show how learning is a natural part of the human life cycle; the four major sections of the book being "The Journey"; "Places Along the Way"; "Weeds, Seeds and Gardens"; and "Visions, Dreams and Other Realities." Chapter titles also reflect this; for example, "Mind Meadows" explores the dominant ways of thinking; "Weeds and Other Living Things" deals with sources of stress--the taking of attendance, objectives, lesson plans, homework, evaluation, and grades; and the subject of "Personal Harvests" is the mental health of the teacher. The book also presents a discussion of right brain/left brain functions, an introduction to major philosophies of psychology affecting teaching and learning today, and a discussion of approaches to teaching and learning. Many activities are included; for example, using guided imagery, finding new ways to use familiar objects, expressing concepts with the body, and imagining you will become some animal, flower, or color and expressing how it will make you feel. The activities are "designed to nurture ways of knowing that can be celebrated by students through-

out their lives." Most of the activities are biased toward the metaphoric and synergic mind functions "because most instructional materials are biased toward the rational," and the "wholeschool" approach requires both. The book can be useful in methods courses, in inservice training situations, or individual an teachers who want to enrich their teaching.

WHOLE CLASSROOM, THE: THE SOURCEBOOK OF LEARNING ACTIVITIES FOR ALL CHILDREN

Developers: Eugene G. Schwartz, Sherri Butterfield, and Louis Neiheisel

Publisher: The Whole Classroom Publishing Group, Inc.
1228 1/2 Camino Del Mar
Del Mar, California 92014

Publication Date: Continuous

Materials and Cost: Paperbound book, 100 perforated pages, 11" x 14 1/2"; subscription of 4 issues, $27.80 or $7.95 per issue

Grade Level: K-8

Subject Area: Multidisciplinary

This analysis is based on the first issue of The Whole Classroom which, by itself, is well worth the price, offering a wealth of activities and information for teachers of grades K-8. The focus is "the child's world as experienced through the classroom"; the book addresses the teacher, furnishing numerous practical helps. Each activity and article is headed by a label designating subject area, grade level, and skill, making The Whole Classroom very easy to use. A guide at the front of the book also identifies activities by subject area as follows: affective education, bulletin boards, language arts, learning centers, math, media and materials, multicultural education, parent involvement, physical education, reading, science, special education, television, and theatre arts. A variety of activities and materials are included, such as excerpts from outstanding published materials, learning games, art activities, poems, skills activities, ideas for teaching with newspapers and television, directions for planning a musical production, and articles for the teacher's notebook. For example, this first issue includes an excerpt from Farmer Boy, by Laura Ingalls Wilder, with study questions and a discussion guide; a learning center entitled "The Amazing Amusement Park" with

nine activities for developing skills in locating, reading, writing, and following directions; and poems by Langston Hughes. Colorful posters, game boards, and game parts are included as are numerous masters for student activity handouts. Special features include directions for using clear contact paper without losing your wits, a guide to various educational organizations and events of interest, a parent involvement poster, and directions for making an "all-purpose puppet." Further issues of The Whole Classroom are scheduled to appear four times during the school year and will often include a special section on social studies according to the publisher.

ERIC DOCUMENTS

AMERICAN INDIAN--PAST AND PRESENT

ED 157 650

Author:	William Cleveland
Institution:	Bethlehem Central School District, Del Mar, New York
Materials and Cost:	105 pp., EDRS price: MF-$0.83 plus postage; PC-$7.82 plus postage
Publication Date:	1978
Grade Level:	12
Subject Area:	Ethnic/Minority Studies

Intended for seniors at all ability levels, the one-semester course outline aims to aid students in analyzing the American Indian's role in the history of the United States and to recognize the contributions they have made in the Western hemisphere. The general content outline and suggested activities cover the periods before and after contact with the Europeans; the treaty periods; the last Indian wars and reservations; allotment; the Indian Reorganization Act; termination; the era of Self-determination; contemporary problems; land claims; Indian culture; and activism. About 121 films, videotapes, tapes, sound filmstrips, posters and photo displays, and records are listed. Also cited are over 1,000 Indian publications (by, for, or about North American Indians), school library materials, classroom books, pamphlets, booklets, leaflets, and newspaper and magazine articles. (NQ)

CHOOSING THE FUTURE YOU PREFER. A GOAL SETTING GUIDE

SO 012 017 (contact EDRS for ED number)

Author:	Edward B. Lindaman and Ronald O. Lippitt
Institution:	Human Resource Development Associates, Ann Arbor, Michigan
Materials and Cost:	EDRS price: MF-$0.83 plus postage; paper copy not available from EDRS. Available from Human Resource Development Associates of Ann Arbor, Inc., 1820 Green Road, Ann Arbor, Michigan 48105 ($4.50)
Publication Date:	1979
Grade Level:	12-Adult
Subject Area:	Future Studies

The guide, intended for group and organization leaders, presents activities and exercises to aid in personal and group goal-setting and planning for the future. The objective is to help groups choose goals which are sensitive to and oriented toward the evolving future with its rapid rate of change. The guide is presented in eight chapters. Chapters I and IV suggest exercises for training participants in observation and analysis techniques. They focus on current futurist thought; feelings about the possible futures of each participant and his organization; historic trends of the world, the participant, and the organization; perspectives about the present from the three viewpoints; and an analysis of assumptions and values that guide decision making. Chapters V through VIII present step-by-step goal-setting exercises. They include analyzing sources for determining goals; projecting and assessing individual and group futures and alternative futures; connecting images of the future to specific actions; and exploring the necessity of celebrating progress rather than dwelling on the gap between reality and possibility. Each exercise identifies purpose and procedures; and sugests various activities such as group discussion, brainstorming, listing and prioritizing, analyzing trends, and role playing. A bibliography concludes the guide. [CK]

CLASSROOM MANAGEMENT IN THE SOCIAL STUDIES CLASS.
HOW TO DO IT SERIES, SERIES 2

SO 012 079 (contact EDRS for ED number)

Author:	Cheryl Granade Sullivan
Institution:	National Council for the Social Studies, Washington, D.C.

Materials and Cost:	EDRS price: MF-$0.83 plus postage; paper copy not available from EDRS. Available from: National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($1.00)
Publication Date:	1979
Grade Level:	K-12
Subject Area:	Classroom management

Classroom management is discussed in terms of effective instruction, successful group management, maximum use of space, time, and resources, meaningful discipline, student rights, and change strategies. The discussion of effective instruction stresses appropriateness, completeness, clarity, and a variety of lessons. Techniques for successful group management include the teacher's ability to attend to several issues at once and to achieve smoothness in ongoing academic activities, group focus, student accountability, and a variety of activities. Suggestions for maximum use of space, time, and resources refer not only to the teacher who has his/her own classroom but also to the floating teacher. Measures for assuring effective handling of routine matters include learning students' names immediately, providing activities during roll call, returning papers efficiently, making available enrichment materials, and developing standard operating procedures. Classroom discipline is discussed in terms of preventing and dealing with problems through reality therapy, behavior modification, and changing expectations. Legal rights of students are presented relative to Supreme Court cases. Finally, the author outlines steps for initiating change through force field analysis which includes a written statement of the goal, a brainstorming session, selection of appropriate ideas, and development of a plan of action. [KC]

CONSUMER IN THE MARKETPLACE. AN INTERDISCIPLINARY APPROACH TO CONSUMER EDUCATION

ED 164 388

Developer:	Allegheny Intermediate Unit, Pittsburgh, Pennsylvania
Materials and Cost:	244 pp., EDRS price: MF-$0.83 plus postage; paper copy not available from EDRS. Available from: Project ICE, Allegheny Intermediate Unit, Suite 1300, Two Allegheny Center, Pittsburgh, Pennsylvania 15202 (free)
Publication Date:	1978
Grade Level:	5-8
Subject Area:	Consumer education

This manual identifies activities and resources for infusing consumer education into English, social studies, science, mathematics, and home economics courses in grades 5 through 8. The activities are intended to help students recognize their rights and responsibilities as consumers in our society and make intelligent decisions in light of their personal and economic value systems. The suggested activities are based on four concepts: (1) basic economics of the marketplace, (2) legal rights, redress, and consumer law, (3) major purchases of products and services, and (4) special problems such as advertising and product safety. The manual begins by listing consumer education competencies within each of these concept areas. The bulk of the manual is divided into five sections according to subject area. Within each section, competencies, classroom activities, resources, and performance indicators are listed for the various concepts. The activities are many and varied. Students view filmstrips, read and discuss books, write plays, role play scenes involving different buyer-seller situations, demonstrate the use of table saws and other tools, use charts and graphs to show monthly expenditures, and design and conduct a survey about shoplifting. The manual concludes with bibliographies of print and non-print student materials and free materials for educators. Related documents are The Everyday Consumer (ED 164 389) for grades 9-12 and Consumer Choice (SO 011 990--contact EDRS for ED number) for grades K-4. Both of these documents are available in microfiche from EDRS and in paper copy from the Allegheny Intermediate Unit.

ETHICAL GUIDELINES FOR TEACHING PSYCHOLOGY AT THE SECONDARY LEVEL

ED 168 931

Developer:	American Psychological Association, Clearinghouse on Precollege Psychology, Washington, D.C.
Materials and Cost:	10 pp., EDRS price: MF-$0.83 plus postage; PC-$1.82 plus postage
Publication Date:	1979
Grade Level:	10-12
Subject Area:	Psychology

Approved by the American Psychological Association (APA) and published in High School Psychology Teacher (Vol. 9, No. 3, January 1979), these guidelines are designed to help high school psychology teachers make decisions relating to ethical problems in their classrooms. The guidelines cover three areas: the use of animals in school science behavior projects, the use of human participants in research or demonstrations conducted by high school students, and ethical guidelines for teachers. Respect for animal life, knowledge of humane laws, and proper care and feeding of animals are stressed. Further, the use of invertebrates rather than vertebrates, and observation rather than experimental manipulation should be encouraged. Students are reminded that in order to use human participants, they must be supervised by a qualified school authority, that agreement must be obtained from all participants, that participants should not be exposed to mental or physical risks beyond the ordinary risks of daily life, and that anonymity of information should be preserved. Similar guidelines for teachers consider complex ethical issues resulting from the introduction of sensitive topics in class discussion and the questioning of personal and social values. The teacher's responsibility in the areas of personal and professional behavior and their obligations to students are emphasized. [KC]

ETHNIC HERITAGE STUDIES: ETHNIC HERITAGE FOODS. EXPERIMENTAL UNIT

ED 173 216

Author:	Theresia Colbert
Institutions:	Jefferson County Public Schools, Louisville, Kentucky Louisville University, School of Education, Louisville, Kentucky Heritage Corporation of Louisville and Jefferson County, Kentucky

Materials and Cost:	Contact EDRS
Publication Date:	1977
Grade Level:	4-12
Subject Area:	Ethnic/Minority Studies

Designed to foster communication across intercultural/ethnic lines, this teaching guide focuses on ethnic foods and their influence on and contributions to America's eating habits. It is part of the Louisville Area Ethnic Heritage Project described in ED 150 043. The objective of this unit is to develop a knowledge and an appreciation of the food heritages of six ethnic groupings: Northern Europe, Southern Europe, Afro-American, Middle and Far East, Kentucky, and Latin America. The guide includes a pretest, six behavioral objectives accompanied by instructional strategies and facilitating materials, and six worksheets asking questions about Afro-American, Japanese, British, Chinese, French, German, Italian, Latin American, and Scandinavian foods. Also included are recipes, the key to the pretest, a posttest, a checklist of foods sampled and the student's feelings about those foods, and a bibliography of resources and materials. The unit can serve as a supplement to home economics courses, with a suggested time period of two or three weeks. Related documents focus on the arts and crafts of East Asia, themes in Black African and Black American literature, cultural pluralism, family history, American women, German-Americans, northern and southern European foods, and the immigrant experience (SO 011 776-786). These documents are available in microfiche and paper copy from EDRS. [Author/CK]

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HUMAN RIGHTS: RESPECTING OUR DIFFERENCES

SO 011 912 (contact EDRS for ED number)

Author:	Elizabeth McCardle
Institution:	Alberta Human Rights Commission, Edmonton, Alberta, Canada
Materials and Cost:	EDRS price: MF-$0.83 plus postage. Also available from School Book Branch, Department of Education, 10410-121 Street, Edmonton, Alberta, Canada (Student's Manual-$1.45; Teacher's Manual-$2.95)
Publication Date:	1978
Grade Level:	7-12
Subject Area:	Contemporary Issues

This unit on human rights designed for secondary students in Alberta, Canada includes both student and teacher manuals. Eleven chapters in the student manual examine what human rights are, the causes and effects of prejudice and discrimination, relevant laws, and social action. Each chapter includes readings followed by discussion questions and learning activities. Subjects discussed include male/female stereotyping, theories and consequences of prejudice, natives and other ethnic groups, the Individual Rights Protection Act of Alberta, the individual's rights and society, and social action. A separate section is devoted to the Hutterites, a minority group in Alberta who are often victims of prejudice. Learning activities include choosing a tenant for your house from six applicants, selecting advertisements which display sexual stereotyping, and examining cartoon stereotypes. Pre- and post opinion surveys are included in the student manual. The teachers' manual provides the rationale, objectives, and additional learning activities and discussion questions for each chapter as well as a general bibliography. [KC]

IOWA POLITICAL PARTICIPATION HANDBOOK 1978

ED 162 922

Developer:	Iowa State Department of Public Instruction, Des Moines, Iowa
Materials and Cost:	116 pp. EDRS price: MF-$0.83 plus postage; PC-$7.82 plus postage
Publication Date:	1978
Grade Level:	9-12
Subject Area:	American Government and Civics

This handbook contains learning activities on political participation for use in secondary level American government or civics courses. It is designed to orient students and teachers to politics and the political process, suggest ways to be successful at political endeavors, and encourage students and teachers to become involved in political activity within the school and local community. The handbook contains three sections. Section I deals with political participation, section II treats voting and elections, and section III examines local government. Students are involved in reading and discussing case studies which give examples of people using the political process to attain their goals. Students also analyze statistical data. Other teaching strategies include role playing, observing meetings of political organizations, interviewing politicians, developing scripts for political advertisements, and conducting a voter registration drive. Each activity contains planned outcome, a list of concepts to be learned, and discussion questions. To complete some of the activities, students will need additional information from the Code of Iowa or the Iowa Official Register, both of which are contained in the handbook's appendices. Although the handbook is intended to be used by students in Iowa, teachers in other states can very easily use or adapt the activities to teach students about political participation. [RM]

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LOOK INTO WASTE

ED 162 920

Author:	Harry Undy
Institution:	Christian Education Movement, London, England
Materials and Cost:	26 pp. EDRS price: MF-$0.83 plus postage; paper copy not available from EDRS. Available from Christian Education Movement, 2 Chester House, Pages Lane, London N10 1PR, England ($1.40)
Publication Date:	1978
Grade Level:	7-12
Subject Area:	Environmental Education/Ecology

This booklet is designed to help British teachers introduce concepts of waste to secondary school students. The document focuses on various types of waste and pollution--air, land, water, and industrial--and suggests activities to help students understand and combat waste of natural and human resources. It is presented in 11 chapters. Six chapters deal with waste of specific resources, including water, land, forests, oil, metals, and glass. Two chapters provide general background information on waste and pollution in modern society and offer projections regarding the quality of life of future generations. One chapter examines pollution resulting from improper waste disposal. Another chapter discusses how technology can be used to develop natural power and energy. The final chapter lists resources used in preparing the publication. Each chapter includes a list of learning activities. Students are involved in surveying packaging practices of local supermarkets, visiting waste disposal works, interviewing community members regarding use of aerosol products, visiting reference libraries, analyzing sources of power, and recycling broken glass and aluminum cans. [DB]

MANUAL FOR DEVELOPING A STUDENT INTERN PROGRAM IN CITIZENSHIP AND GOVERNMENT: AN ADOPTER'S GUIDE

ED 171 610

Author:	Tonia S. Sober
Institution:	Marion Education Service District, Project GRASP, Salem, Oregon
Materials and Cost:	130 pp. EDRS price: MF-$0.83 plus postage; PC-$9.32 plus postage
Publication Date:	1979
Grade Level:	12
Subject Area:	American Government and Local Government

This guide provides a model for an internship program for high school seniors in citizenship and government. Based on a program used in Oregon for eight years, the model can be incorporated into existing high school civics courses to enrich student learning of civics and government. The purpose of the model program is to place seniors as interns in community government and service agencies. The guide outlines program planning, administration, and evaluation. Chapter I examines the decision to adopt the program: how to identify the need for such a program in the existing curriculum and how to determine what its outcomes will be. Chapter II explores aspects of program feasibility including support from the school and community populations and availability of resources. Chapter III describes the planning process in terms of management structure, roles of participating schools and agencies, and role and objectives of the program coordinator. Chapter IV explains how to secure commitments for support and participation and to recruit agencies to sponsor interns. Chapter V thoroughly outlines program implementation in terms of staffing, selecting and placing students, scheduling, grading, and credits. Chapter VI suggests evaluation methods to assess student, school, program, and placement site participation. Appendices offer a model curriculum, bibliography, forms, and evaluation instruments. [AV]

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MID-U.S.A., MAKING INFORMED DECISIONS: USING STUDENT ACTIVITIES

ED 174 520

Author:	Donald A. Scovel and Phillip J. Nelson
Institution:	Iowa State Department of Public Instruction, Division of Planning, Research, and Evaluation, Des Moines, Iowa

Materials and Cost:	EDRS price: MF-$0.83 plus postage; not available in paper copy from EDRS. Available from: Iowa State Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 (free)
Publication Date:	1979
Grade Level:	9-12
Subject Area:	American Government, Civics, and State Governments

This document presents a series of learning activities focusing on the role of state government in American society. It is intended for senior or junior high school students. Six objectives are to: identify information sources about state government; increase knowledge about its organization, processes, services, and costs; compare these factors in several states; apply this knowledge toward the solution of personal and social problems; evaluate current proposals to improve the role of state government; and improve writing and speaking skills. Students consider how state laws affect their daily lives; participate in released time projects becoming involved in community services, and gauge class and public opinion through attitudinal instruments and polling techniques. Topics covered include state constitutions, legislators, governors, revenues, voting, running for office, shoplifting, marijuana, marriage and divorce, and writing a will. Various uses of the materials are suggested. Opinion tests, action project suggestions, and a word rating sheet are provided for the teacher. When using the unit, the teacher should be aware of government changes that have occurred since the activities were written. [Author/CK]

ORAL HISTORY IN THE CLASSROOM. HOW TO DO IT SERIES, SERIES 2

SO 012 080 (contact EDRS for ED number)

Authors:	George L. Mehaffy and others
Institution:	National Council for the Social Studies, Washington, D.C.
Materials and Cost:	EDRS price: MF-$8.03 plus postage; paper copy not available from EDRS. Available from: National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($1.00)
Publication Date:	1979
Grade Level:	K-12
Subject Area:	Local History

The booklet is designed to help social studies teachers initiate oral history projects. Preceding the two major sections of the document, the authors specify that oral history is more than a person with a tape recorder; need not be transcribed to be useful; need not be a big project; and is not the final product of history. The next section describes projects that have proven to be successful: the life history, the family history, special oral history projects such as exploring topics in community social history, and field research into community political life and community folklore. Possibilities for end products of these projects include curriculum materials, community oral history archives, or a publication of a student journal. The final section provides suggestions for equipment, planning, and procedures. The questions of legality, responsibilities, obligations, record keeping and storage, transcription, and preparing students to conduct interviews are examined. A sample release form for the interviewee, an oral history data sheet, and a selected bibliography are included. [KC]

QUESTIONS SOCIAL STUDIES STUDENTS ASK. REPORT AND GUIDE.

ED 164 372

Developer:	North Montgomery Community School Corporation, Linden, Indiana
Materials and Cost:	36 pp. EDRS price: MF-$0.83 plus postage; paper copy not available from EDRS.
Publication Date:	1978
Grade Level:	5, 8, and 11
Subject Area:	Teaching Techniques

This paper, presented at the Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 1978), contains a research report and a teacher's guide about the importance of questioning in children's education. The research was based on the belief that effective information processing begins with the learner's desire to ask questions. The report identifies four basic types of questions: (1) evaluative, which involves making judgments, (2) divergent, which involves prediction or hypothesis, (3) convergent, which involves explanation or comparison, and (4) cognitive-memory, which involves recall. Interviews with students in grades 5 through 12 revealed that students want to ask higher-level questions, but they don't. This is partly due to inhibition and inability to verbalize the questions. Part two of this document, the teacher's guide, suggests techniques to help teachers frame instruction to encourage students' higher-level questions in divergent and evaluative modes of thought. Beginning with the establishment of a confidential classroom atmosphere, three general types of activities are identified. The activities emphasize student awareness, instructional level, and skill practice. The bulk of the guide contains samples of teachers' directions and student materials which promote higher-level questioning within all three types of activity.

"SPIEGELDORF": NAZI APPEALS IN WEIMAR, GERMANY

ED 174 547

Author:	Gregory A. Sprague
Materials and Cost:	Contact EDRS
Publication Date:	1978
Grade Level:	12-College
Subject Area:	World History

The paper, presented at the Annual Meeting of the American Historical Association, San Francisco, California, December 1978, discusses rationales for simulation gaming and describes "Spiegeldorf," a socio-historical game which simulates socioeconomic conditions in early 1930 Germany and Nazi party tactics used to gain mass support. Objectives are to identify characteristic Nazi tactics and points of political ideology, describe German social classes and their fears and frustrations, analyze ways Nazism appealed to many Germans, and increase student interest in the subject and enjoyment in playing the game. Each student plays the role of a Nazi party organizer, whose goal is to convert as many people as possible. Play proceeds through choosing one of five tactics and receiving outcome cards and conversion points. With the appointment of Hitler as Chancellor of Germany, each student adds up the number of converts and ascertains the final outcome. Time allotment is 90 minutes. Materials include a game board, information sheets, conversion checklists, outcome, event, and influence cards, and a debriefing guide. In the discussion, students analyze the cause-and-effect relationships affecting the payoff through exploration of their feelings, explanation of strategies, and examination of concepts and principles. Evaluation criteria were historical accuracy, positive student attitudes, and an increase in student knowledge. Use of subject authorities ensured accuracy, while attitudes and knowledge were measured through observation, a questionnaire, and a posttest. Sample game materials and questionnaire results are appended. (CK)

TEACHER'S GUIDE FOR THE BASIC COMPETENCIES IN REASONING

ED 170 190

Developer:	Vermont State Department of Education, Montpelier, Vermont
Materials and Cost:	39 pp. EDRS price: MF-$0.83 plus postage; PC-$3.32 plus postage
Publication Date:	1979
Grade Level:	K-12
Subject Area:	Critical Thinking

This guide defines the basic competencies in reasoning and describes how to incorporate them into the educational program at all grade levels. Reasoning is the ability to approach day-to-day problems with intelligent decision-making skills. It is important for students to begin developing reasoning skills at an early age and in all subject areas. The four competencies emphasized in this guide are problem solving, classifying and organizing, judging, and researching. For each competency the guide presents sample teaching strategies and mastery-level activities at primary, middle, and upper-grade levels. For example, one of the competencies of problem solving is the ability to observe and report data from an experience. A teaching strategy for primary classes could involve scheduling a short surprise visit by another teacher and then asking students to describe the visitor's clothing and actions. A mastery-level activity for primary grades could involve students in describing the rates at which marbles fall through substances such as water, honey, and shampoo. Teaching strategies and mastery-level activities for upper-grade students involve interpretation of data from tables and graphs, use of print resources for research projects, and identification of comparative data from advertisements. (AV)

USING POPULAR CULTURE IN THE SOCIAL STUDIES.
HOW TO DO IT SERIES, SERIES 2

SO 012 081 (contact EDRS for ED number)

Author:	Thomas N. Turner
Institution:	National Council for the Social Studies, Washington, D.C.
Materials and Cost:	EDRS price: $0.83 plus postage; not available in paper copy from EDRS. Available from National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($1.00)
Publication Date:	1979
Grade Level:	9-12
Subject Area:	American Studies

The booklet offers a variety of suggestions for integrating a study of popular culture into the high school social studies classroom. Popular culture is described as those elements in society which have the primary function of entertaining or selling and which are becoming a familiar, recognizable, and identifiable entity for a large number of people. Some reasons for studying popular culture are that it is intimately connected with the individual's personal and social development; students possess an intimate and detailed knowledge of popular culture; the resources are abundant and inexpensive; and popular culture has lasting social importance and significance. Teaching suggestions include the areas of popular music, television and movies, social gatherings, printed materials, fads and fashions, and careers. Music activities include listing qualities and rating stars, rewriting lyrics to tell of a local incident, and voting on values depicted in selected statements from songs. Television provides a study of propaganda and of distortion of reality through video techniques. An examination of social gatherings could lead to simulations and creative writing exercises. Popular magazines can be investigated according to audience appeal and a history of clothing fashion show could depict fads and fashions. Finally, strategies for career education include exploratory mini-courses and classifying jobs in terms of glamour. (KC)

USING THE MODEL UNITED NATIONS AS A TEACHING TOOL

ED 168 964

Author: L. Julian Efird

Materials and Cost: 25 pp. EDRS price: MF-$0.83 plus postage; PC-$1.82 plus postage

Publication Date: 1978

Grade Level: 10-College

Subject Area: International Affairs

This paper, prepared for the Second Annual Conference on the Third World in Omaha, Nebraska, November 1978, provides a description of the Model United Nations (MUN) program, an overview of its practice within the United States, and an outline of methods for using the MUN as a teaching tool. A total of 72 MUNs involving high school and college students was reported in 1977-78. As a simulation, the MUN provides replication of real life social processes and involves activities of decision making, allocation of resources, planning, and negotiation. Students role play delegates from member states of the United Nations. Benefits to students include heightened interest and motivation, an opportunity to apply and test knowledge gained from reading, a greater understanding of problems faced by decision makers, and an understanding of real world phenomena through a more simple microcosm. Three stages comprise MUN activities: preparation, deliberation, and decision. The first stage consists of research and involves developing country profiles, analyzing problems, writing position papers, formulating resolutions, planning, and strategy. The second stage, deliberation, involves agenda setting, formulating alternatives to proposals, and legitimation, or winning support for resolutions. The third stage, decision, calls for either tabling the resolution or voting on it. Tables which rate student delegate responses to prerequisites for peace are included. (KC)

WE THE PEOPLE: SEX BIAS IN AMERICAN HISTORY

SO 012 035 (contact EDRS for ED number)

Authors:	Patricia B. Campbell and Susan B. Katrin
Institutions:	Georgia State University, Atlanta, Georgia Education Development Center, Inc., Newton, Massachusetts
Materials and Cost:	EDRS price: MF-$0.83 plus postage; paper copy not available from EDRS. Available from: Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 ($2.25)
Publication Date:	1978
Grade Level:	8-12
Subject Area:	Women's Studies

The guide presents an instructional module on sex stereotyping in the social studies, particularly in U.S. history. Intended to be used with secondary students, the module was designed to be used as an independent miniunit or as a supplement to an existing course, and should take between one and two hours. It consists of a 30-minute tape, six transparency masters, four handout sheets, and a bibliography. The handout sheets present eight learning activity suggestions such as textbook critique, outside ethnic speakers, cultural differences exercises, and oral history projects; brief identification of 12 women in American history; 35 historical facts or concepts to use in checking textbooks for accuracy and bias; and an exercise for estimating the number of women holding various political offices. The six transparency masters offer illustrations for the text of the tape, with the topics of stereotyping, women in the work force, women and men in social studies texts, women in American history, voting, and women in politics. The bibliography lists 15 background materials. The tape may be obtained from the Education Development Center. (CK)

WOMEN'S STUDIES AND POPULAR MUSIC: USING AUDIO RESOURCES IN SOCIAL STUDIES INSTRUCTION

ED 162 929

Author:	B. Lee Cooper
Materials and Cost:	22 pp. EDRS price: MF-$0.83 plus postage; PC-$1.82 plus postage
Publication Date:	1978
Grade Level:	7-12
Subject Area:	Women's Studies

Because the field of popular music has produced rich resources of social commentary on women, it offers ample instructional materials for the critical examination of women's life styles in a pluralistic society. Additionally, by adding a "voice" to the traditional classroom content, this medium arouses student enthusiasm and interest which many written resoruces may have failed to tap. The objectives of such an approach aim at defining the identity and self image of females while enhancing the understanding of male students, emphasizing the need to promote change in both thought and action, and purusing a realistically balanced view of the feminist position. Suggested thematic apporaches, including both female and male images, and some examples of accompanying songs include: (1) negative self image ["When Will I Be Loved," "Nowhere Man"], (2) positive self image ["I Am Woman," "I Got a Name"], (3) independence and mutual respect ["Different Drum," "I've Got To Be Me"], (4) submissive individuals ["Angel of the Morning," "I'm Your Puppet"], (5) dominant individuals ["Honky Tonk Woman," "Bad, Bad Leroy Brown"], and (6) rebels and outcasts ["Witchy Woman," "Born To Be Wild"]. The document concludes with lists of 26 songbook resources for lyrics and 59 resources for teaching women's studies in general. (KC)

YOU AND THE LAW (A UNIT OF STUDY). FIFTH GRADE SOCIAL SCIENCE

ED 167 473

Author:	Patricia Reese
Institution:	West Chester Area School District, Pennsylvania
Materials and Cost:	108 pp. EDRS price: MF-$0.83 plus postage; PC-$7.82 plus postage
Publication Date:	1978
Grade Level:	5
Subject Area:	Legal Education

The guide presents 26 lessons for use by 5th grade classroom teachers as they develop and implement legal education programs. Objectives of the program are to foster understanding of and respect for law, help children understand why rules are necessary, and increase knowledge about the American legal system. It is suggested that the lessons be spread throughout the school year. Topics of the lessons include playing fair, the need for rules, conflict, shoplifting, graffiti, development of laws in the United States, law in primitive society, the effect of laws on everyday life, different kinds of law, trial by jury, and juvenile delinquency. For each lesson, objectives, strategies, activities, background information, and discussion questions are presented. Students are involved in a variety of activities, including role playing, class discussion, dramatizing situations, analyzing films, writing brief stories, drawing pictures, learning vocabulary, researching topics in groups and individually, and interviewing people in the community to find out about rules and regulations governing various occupations. (DB)

SOCIAL STUDIES MATERIALS FIRST PUBLISHED IN 1979

Title	Publisher	Grade Level	Time Required	Type of Material	Price
AFFECTIVE EDUCATION					
* 1. Transition	American Guidance Service, Inc.	6-9	Supp.	Set of five units, each with own materials which may include: manual, posters, cassette recording/s, script booklets, duplicating masters, discussion cards, gavel, measuring tape, illustrations, feeling word cards, chart.	$25.00 each
2. Let's Talk About Feelings (Series) I'm Glad I'm Me! If I Don't Like Myself, I Can Change Myself I Can Do Great Things! I Am All I Have. We Need Each Other! Telling the Truth . . . I Feel Better When I Say I'm Sorry. We Are Special! Good Sports Have More Friends! People Are Beautiful Because We Love Them! I Feel Warm When I Share. When I Help You . . .	Ideal School Supply Company	K-3	Supp.	Each title includes: poster with story book	$ 3.95 each

 * Analyzed in this volume

Title	Publisher	Grade Level	Time Required	Type of Material	Price
AFRICAN STUDIES					
3. Africa: Emerging Nations Below the Sahara	Xerox Education Publications	7-12	Supp.	48-page booklet	$ 1.25
4. Nigeria: The Country and Its People	Multi-Media Productions, Inc.	4-8	Supp.	Sound filmstrip series	$ 15.00
AGING					
5. Rights of Older Persons, The	Avon Books	9-12	Supp.	Paperbound student resource book	$ 2.50
6. Crisis in Old Age Finance	Barrons Educational Series, Inc.	10-12	Supp.	Textbook, paperbound	$ 4.95
AMERICAN GOVERNMENT					
* 7. American Government	Holt, Rinehart and Winston	12	Yr.	Textbook Teacher's Guide Worksheets (dup. mas.) Tests (dup. masters)	$ 10.41 $ 6.75 $ 28.56 $ 28.56
* 8. American Government	McGraw-Hill Book Company/Webster Division	12	Yr.	Textbook Teacher's manual	$ 11.52 $ 7.95
* 9. American Government: Comparing Political Experiences	Prentice-Hall, Inc.	11-12	Sem./Yr.	Textbook Skills and evaluation package (dup. masters) Paperbound teacher's guide	$ 10.74 $ 24.00 $ 6.96

* Analyzed in this volume

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
AMERICAN GOVERNMENT (cont.)						
10.	American Government Today	Scott, Foresman and Company	10-12	Sem./Yr.	Student text	$ 11.76
					Student text (brief edition)	$ 6.90
					Teacher's resource book	$ 4.20
					Duplicating master tests	$ 15.36
11.	American Political Behavior, Rev. Ed.	Ginn and Company	9-12	Sem./Yr.	Student text (hardbound)	$ 10.80
					Teacher's Guide	$ 7.65
					Student text, Book One (paperbound)	$ 5.65
					Student text, Book Two (paperbound)	$ 5.65
					Tests, Book One	$ 19.60
					Tests, Book Two	$ 19.60
12.	Basic Principles of American Government	Amsco School Publications, Inc.	11-12	Yr.	Textbook (paperbound)	$ 4.75
					Textbook (hardbound)	$ 8.35
* 13.	Citizenship Series A Watch on Government A Watch on Economics A Watch on World Affairs	Social Issues Resources Series, Inc.	9-12	Sem./Yr.	3 student texts	$ 8.00-$ 10.00 each
					3 loose-leaf binders including 50 supplemental articles--25 each sem.	$ 25.00 each
					3 sets of posters	$ 10.00 each
					3 teacher resource books	$ 2.95 each
* 14.	Congress: How It Works and Sometimes Doesn't	Guidance Associates, Inc.	9-12	Supp.	3 filmstrips, 3 tape cassettes, 3 Lp records, teacher's guide, duplicating masters, library processing kit	$ 99.50

* Analyzed in this volume

Title	Publisher	Grade Level	Time Required	Type of Material	Price
AMERICAN GOVERNMENT (cont.)					
15. Congress In Action	Xerox Education Publications Inc.	7-12	Supp.	48-page booklet	$ 1.15
16. Congressman at Work, A	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip series	$ 15.00
17. Declaration of Independence, The	National Geographic Society	5-12	Supp.	Sound filmstrip w/cassette	$ 18.00
18. Decision-Making in American Government	Allyn and Bacon, Inc.	9-12	Yr.	Textbook Teacher's guide Activity book (duplicating masters) Tests (uplicating masters)	$ 11.85 $ 3.96 $ 31.50 $ 24.00
19. Election Process, The	Prentice-Hall Media	7-12	Supp.	2 filmstrips, 2 cassettes, teacher's guide, learning activity pack	$ 55.00
20. Interest Groups and Lobbying: A New Look at the Third House of Congress	Multi-Media Productions, Inc.	9-12	Supp.	4 part sound filmstrip series	$ 20.00
21. Magruder's American Government (1979)	Allyn and Bacon, Inc.	9-12	Yr.	Textbook Teacher's guide Workbook (duplicating masters) Tests (duplicating masters)	$ 11.10 $ 3.96 $ 28.50 $ 28.50
22. Magruder's American Government (1980)	Allyn and Bacon, Inc.	9-12	Yr.	Textbook Teacher's guide Workbook (duplicating masters) Tests (duplicating masters)	$ 11.85 $ 3.96 $ 28.50 $ 28.50

Title	Publisher	Grade Level	Time Required	Type of Material	Price
AMERICAN GOVERNMENT (cont.)					
* 23. Ordeal of Power: The President and the Presidency	Guidance Associates, Inc.	9-12	Supp.	3 filmstrips, 3 tape cassettes, 3 Lp records, Teacher's guide, duplicating masters, library processing kit	$ 99.50
24. Participation, Protest, & Apathy: A Question of Involvement? (Crucial Issues in American Government Series)	Allyn and Bacon, Inc.	7-12	Supp.	Paperbound textbook	$ 2.70
25. Political Parties in U.S.	Xerox Education Publications	9-12	Supp.	48-page booklet	$ 1.25
26. Presidency, The	Xerox Education Publications	7-12	Supp.	48-page booklet	$ 1.25
* 27. Scales of Justice, The: Our Court System	Guidance Associates, Inc.	9-12	Supp.	2 filmstrips, 2 tape cassettes, 2 LP records, teacher's guide, library processing kit	$ 69.50
28. Social Security System, The	Prentice-Hall Media	9-12	Supp.	2 filmstrips, 2 cassettes, Teacher's Guide, Learning Activity Pack	$ 55.00
29. State and Local Government In Action	Educational Enrichment Materials	7-12	Supp.	6 filmstrips, 6 cassettes 12 duplicating masters, 2 wall charts, 1 teacher's guide	$130.00
30. United States Government	Bowmar/Noble Publishers, Inc.	8-12	Yr.	Textbook	$ 3.96

* Analyzed in this volume

Title	Publisher	Grade Level	Time Required	Type of Material	Price
AMERICAN GOVERNMENT (cont.)					
* 31. United States Government: The People Decide	Science Research Associates	9-12	Sem./Yr.	Student text, instructor's manual, student activity book, and tests	$ 11.95
34. Who Runs Congress?	Bantam Books, Inc.	9-12	Supp.	Student resource book, paperbound	$ 3.50
* 35. Your Vote Counts: State and Local Government	Guidance Associates, Inc.	9-12	Supp.	2 filmstrips, 2 tape cassettes, 2 LP records, teacher's guide, library processing kit	$ 69.50
AMERICAN HISTORY					
36. Adventures in American History	Silver Burdett Company	5-12	Yr.	Textbook Teacher's edition Spirit master map activ.	NA NA NA
* 37. Age of Exploration	Educational Insights, Inc.	4-12	Supp.	Box of 16 highly illustrated cards; controlled reading level; duplicating masters	$ 20.00
38. America, 1815-1840	Multi-Media Productions, Inc.	9-12	Supp.	6-part sound filmstrip series	$ 75.00
39. America! America!	Scott, Foresman and Company	7-9	Yr.	Student text Teacher's annotated edition Duplicating master activities	$ 12.21 $ 13.95 $ 36.72
40. America: Its People and Values, Second Edition Revised	Harcourt Brace Jovanovich, Inc.	7-9	Yr.	Textbook Student workbook Test booklet Teacher's manual	$ 12.75 $ 1.95 $ 2.94 $ 5.40

* Analyzed in this volume

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	Title	Publisher	Grade Level	Time Required	Type of Material	Price
AMERICAN HISTORY (cont.)						
* 41.	American Experience, The (Third Edition)	Addison-Wesley Publishing Company	9-12	Yr.	Textbook Teacher's Guide	$ 13.11 $ 7.26
42.	American Dream, The	Scott, Foresman and Company	9-12	Yr.	Student text Teacher's handbook Duplicating Master activities and tests	$ 12.81 $ 5.31 $ 26.46
43.	American History: Fifth Edition	Follet Publishing Company	11	Yr.	Textbook	$ 11.76
* 44.	American History Teaching Unit World War I--The Home Front Great Depression and New Deal World War II--The Home Front	Social Issues Resources Series, Inc.	9-12	Supp.	3 Teaching Units containing original document reproductions, charts, photos, letters, posters, cassette tapes	$ 25.00 each
45.	American Labor Movement, The: A Fight For Human Dignity	Educational Enrichment Materials	7-12	Supp.	6 filmstrips, 6 cassettes, teacher's guide	$108.00
* 46.	American Way, The	Holt, Rinehart and Winston	8	Yr.	Text Teacher's edition Workbook Teacher's edition (wk.bk) Tests	$ 11.52 $ 17.28 $ 2.97 $ 5.19 $ 28.56
47.	America's Journeys Into Space: The Astronauts of the U.S.	Julian Messner	7-12	Supp.	Student resource book hardbound	$ 8.29
48.	Basic Illustrated History of America Read-Along Collection The New World The Fight for Freedom The U.S. Emerges	Pendulum Press	7-9	Supp.	Illustrated book, paperbound Filmstrip set (12 each: filmstrips, cassette tapes, paperbacks, and posters)	$ 1.45 each $275.00

* Analyzed in this volume

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
AMERICAN HISTORY (cont.)						
48. (cont.)	Americans Move Westward Before the Civil War The Civil War The Industrial Era America Becomes a World Power The Roaring Twenties and the Great Depression World War II America Today Problems of a New Nation	Pendulum Press	7-9	Supp.	Read-along collection (12 each: books, activity, books, cassettes, and posters)	$129.95
49.	Between Dark and Daylight	Atheneum Publishters	NA	Supp.	Student resource book, focuses on the Depression	$ 8.95
50.	Cold War, The	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.15
51.	Civil War	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.15
52.	Civil War, The	Educational Dimensions Group	7-9	Sem.	2 sound filmstrips	NA
53.	Civil War, The	National Geographic Society	5-12	Supp.	3 sound filmstrip w/cass.	$ 50.00
54.	Confrontation: Cuban Missile Crisis	Xerox Education Publications	7-12	Supp.	48-page booklet	$ 1.25
55.	Constitution: One Nation or Thirteen	Xerox Education Publications	7-12	Supp.	48-page booklet	$ 1.25
56.	Eagle and the Fort, The	Atheneum Publishers	NA	Supp.	Student resource book	$ 7.95

Title	Publisher	Grade Level	Time Required	Type of Material	Price
AMERICAN HISTORY (cont.)					
57. Free and the Brave, The	Rand McNally and Company	8	Yr.	Textbook Teacher's edition Workbook	$ 12.18 $ 12.18 $ 3.21
* 58. Freedom's Trail	Houghton Mifflin Company	7-9	Yr.	Textbook Activity book Perfoe tests (dup. mas.)	$ 11.85 $ 3.21 $ 22.80
59. From Here to Eternity	Avon Books	8-12	Supp.	Paperbound book	$ 2.75
60. Glory and The Dream, The: A Narrative History of America (1932-1972)	Bantam Books, Inc.	9-12	Supp.	Student resource book, paperbound. (Large format)	$ 9.95
61. Growth of America Through Maps	Xerox Education Publications	5-9	Supp.	32-page booklet	$ 1.15
62. Hear That Lonesome Whistle Blow: Railroads in the West	Bantam Books, Inc.	7-12	Supp.	Student resource book, paperbound	$ 2.50
63. History of U.S. to 1877	Holt, Rinehart and Winston	8-9	Sem./Yr.	Text Teacher's Guide	$ 10.26 $ 4.77
64. History of U.S. From 1877	Holt, Rinehart and Winston	10-11	Sem./Yr.	Text Teacher's Guide	$ 10.98 $ 4.77
65. Home Front, World War II	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip series	$ 20.00
66. Intervention: Vietnam Buildup	Xerox Education Publications	7-12	Supp.	48-page booklet	$ 1.15
67. Kennedy, John F.	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip series	$ 15.00
68. Korean War, The: The United Nations in Conflict	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip series	$ 20.00

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Title	Publisher	Grade Level	Time Required	Type of Material	Price
AMERICAN HISTORY (cont.)					
69. Long Knife	Avon Books	7-12	Supp.	Paperbound book	$ 2.75
70. Let Freedom Ring	Silver Burdett Co.	5-9	Yr.	Textbook Teacher's edition Skill Workbook Teacher's edition (wk.bk.)	NA NA NA NA
71. Life in Colonial America	National Geographic Society	2-6	Supp.	2 sound filmstrips with cassettes	$ 35.00
72. Makers of American History	Bowmar/Noble Publishers, Inc.	5-8	Yr.	Textbook	$ 7.98
* 73. Our American Heritage	Silver Burdett Co.	10-12	Yr.	Textbook Teacher's edition	NA NA
74. Movement of People in American History	Xerox	5-9	Supp.	32-page booklet	$ 1.25
75. New Exploring Our Nation's History, The	Globe Book Company, Inc.	7-9	Yr.	Basal text	$ 9.96
76. Our Presidents and Their Times	Xerox Education Publications	7-9	Supp.	48-page booklet	$ 1.25
77. Picture History of America	Xerox	5-9	Supp.	32-page booklet	$ 1.25
78. Presidents of the United States Part I: George Washington John Adams; Thomas Jefferson Part II: James Madison; James Monroe Part III: John Quincy Adams; Andrew Jackson Part IV: Abraham Lincoln; Andrew Johnson; Ulysses S. Grant	National Geographic Society	5-12	Supp.	9 sound filmstrips w/ cassettes (individual parts available separately)	$139.50

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Title	Publisher	Grade Level	Time Required	Type of Material	Price
AMERICAN HISTORY (cont.)					
70. Presidents Who Changed Our History	Xerox Education Publications	5-9	Supp.	48-page booklet	$ 1.25
71. Review of the Novel "April Morning," A	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cassette hardbound book, guide	$ 34.95
72. Review of the Novel "Johnny Tremain", A	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cassette, hardbound book, guide	$ 34.95
73. Review of the Novel "The Scarlet Letter", A	Current Affairs Films	7-12	Supp.	Sound filmstrip with cassette, hardbound book, guide	$ 34.95
74. Review of the Play "The Crucible," A	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cass., hardbound book, guide	$ 34.95
75. Review Text in American History	Amsco School Publications, Inc.	11	Yr.	Textbook	$ 3.75
76. Sacajawea	Avon Books	7-12	Supp.	Paperbound book	$ 8.95
77. Student Activity Maps for American History to 1865	Educational Masterprints Company	7-12	Supp.	Duplicating Masters	$ 6.50
78. Student Activity Maps for American History: 1865 to Present	Educational Masterprints Company	7-12	Supp.	Duplicating Masters	$ 6.50
79. Trails West	National Geographic Society	7-12	Supp.	Student resource book	$ 5.75
80. Truman, Harry S., The Little Man From Missouri	Barrons Educational Series, Inc.	10-12	Supp.	Student resource book, hardbound	$ 9.95
81. Turning Point, The: Gettysburg and Vicksburg	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip series	$ 15.00

	Title	Publisher	Level	Required	Type of Material	Price
AMERICAN HISTORY (cont.)						
82.	Understanding Historical Research: A Search For Truth: 4th Edition	Research Publications	9-12	Supp./ Sem.	Student resource book on the method of historical research	$ 7.00
83.	United States in The Making Series: The Road to Independence	Globe Book Company, Inc.	7-9	Sem.	Part of a 3-book basal series, workbook format	$ 3.10
84.	U.S. 20th Century Wars	Educational Enrichment Materials	7-12	Supp.	6 filmstrips, 6 cassettes, Teacher's Guide	$108.00
85.	Westward Movement, The	National Geographic Society	5-12	Supp.	2 sound filmstrips w/ cassettes	$ 35.00
86.	We the People: Sex Bias in American History	Education Development Center	Teacher Resource	Supp.	Audiotape, transparencies, student handouts	$ 2.25
87.	Willow Whip	Atheneum Publishers	NA	Supp.	Student resource book about tenant farmers	$ 8.95
* 88.	Women in American History: A Series	Eucation Development Center	9-12+	Supp.	4 Manuals	NA
89.	Women in the Civil War	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip series	$ 15.00
90.	Women in World War II	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip series	$ 15.00
91.	World War I	Xerox	7-9	Supp.	64-page booklet	$ 1.15
92.	World War II	Xerox	7-12	Supp.	64-page booklet	$ 1.15
93.	World War II--U.S. Goes To War	Educational Dimensions Group	9-12	Qtr.	2 sound filmstrips	NA

* Analyzed in this volume

NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
AMERICAN STUDIES					
94. American Studies	Amsco School Publications, Inc.	11	Yr.	Textbook, paperbound Textbook, hardbound	$ 5.25 $ 8.60
95. Exploring America's Backcountry	National Geographic Society	7-12	Supp.	Student resource book	$ 5.75
96. Exploring Literary Aermica	Atheneum Publishers	NA	Supp.	Student resource book	$ 11.95
97. Individual and Society in America, The	Harcourt Brace Jovanovich, Inc.	9-12	Qtr.	Textbook Teacher's Guide	$ 4.80 $ 1.50
98. It's Rock and Roll!	Julian Messner	7-12	Supp.	Student resource book, (hardbound)	$ 8.29
99. Norma Rae	United Federation of Teachers	5-12	Supp.	Lesson guides for film "Norma Rae"	FREE
100. Roads We Traveled, "The: An Amusing History of the Automobile	Julian Messner	7-12	Supp.	Hardbound student resource book	$ 8.29
101. Two For the Show: Great Comedy Teams	Julian Messner	7-12	Supp.	Same as above	$ 8.29
102. What Folk Music is All About	Julina Messner	7-12	Supp.	Same as above	$ 9.29
103. What Rock Is All About	Julian Messner	7-12	Supp.	Same as above	$ 8.29
ANTHROPOLOGY					
104. Discoveries of Early Man	Carolina Biological Supply Company	7-12	Supp.	Student book	$ 1.50
105. Eastern Indian Artifacts Set	Carolina Biological Supply Company	7-12	Supp.	2" x 2" transparencies	$ 20.00

NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
ANTHROPOLOGY (cont.)					
106. Primates and Their Adaptations	Carolina Biological Supply Company	9-12	Supp.	Student book	$ 1.50
ARCHAEOLOGY					
107. Fossil History of Man, The	Carolina Biological Supply Company	9-12	Supp.	Student resource book	$ 1.50
108. Mysteries of the Ancient World	National Geographic Society	7-12	Supp.	Student resource book	$ 5.75
109. Pre-agricultural Coastal Civilizations in Peru	Carolina Biological Supply Company	9-12	Supp.	Student resource book	$ 1.50
110. Secrets from the Past	National Geographic Society	3-7	Supp.	Student resource book	NA
111. Treasures of Tutankhamun: An Introduction to Ancient Egypt	The Center for Humanities, Inc.	9-Coll.	Supp.	160 slides in 2 carousel cartridges, 2 cassettes, 2 LP records, 1 teacher's guide, library rocessing kit	$139.50
BLACK STUDIES					
112. Black Diamonds: An Oral History of Negro Baseball	Visual Education Corporation	7-12	Supp.	3 audio cassettes and listener's guide with discussion questions and suggested reading	$ 34.00

NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
BLACK STUDIES (cont.)					
113. Black Experience, The	Educational Insights, Inc.	4-12	Supp.	Box of cards: student resource or teaching unit	$ 6.95
114. Coming Through Slaughter	Avon Books	8-12	Supp.	Paperbound book	$ 2.25
115. Lady Sings the Blues	Avon Books	8-12	Supp.	Paperbound book	$ 2.25
116. Review of the Novel "The Contender", A	Current Affairs Films	7-12	Supp.	Sound filmstrip with cassette, hardbound book, guide	$ 34.95
117. Review of the Novel "Durango Street", A	Current Affairs Films	7-12	Supp.	Sound filmstrip with cassette, hardbound book, guide	$ 34.95
118. Review of the Novel "I Know Why the Caged Bird Sings", A	Current Affairs Films	7-12	Supp.	Sound filmstrip with cassette, hardbound book, guide	$ 34.95
119. Review of the Novel "Native Son", A	Current Affairs Films	7-12	Supp.	Sound filmstrip with cassette, hardbound book, guide	$ 34.95
120. Review of the Novel "Raisin In the Sun", A	Current Affairs Films	7-12	Supp.	Sound filmstrip with cassette, hardbound book, guide	$ 34.95
121. Review of the Novel "Sounder", A	Current Affairs Films	7-12	Supp.	Sound filmstrip with cassette, hardbound book, guide	$ 34.95

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
CANADA						
122.	Canada Part One: Immigrants and Settlers	The Macmillan Company of Canada, Limited	7	Yr.	Text	$ 9.50
123.	Canadian Issues and Alternatives	The Macmillan Company of Canada, Limited	11-12	Sem./Yr.	Text/resource book	$ 7.00
124.	Story of Canada, The	The Macmillan Company of Canada, Limited	4-6	Sem.	Resource book	$ 4.76
CAREER EDUCATION						
125.	Careers for Energy	Educational Enrichment Materials	7-12	Supp.	6 filmstrips w/cassettes, teacher's guide	$108.00
126.	Classroom Teacher's Workbook for Career Education	Avon Books	9-12	Supp.	Paperbound book	$ 2.25
127.	Competency Skills: How to Write a Resume	The Center for Humanities, Inc.	9-Coll.	Supp.	80 slides in 1 carousel cartridge, 1 tape cassette, 1 Lp record, teacher's guide, library processing kit	$ 79.50
128.	Competency Skills: Reading on the Job	The Center for Humanities, Inc.	9-Coll.	Supp.	80 slides in 1 carousel cartridge, 1 tape cassette, 1 LP record, teacher's guide, library processing kit	$ 79.50

Title	Publisher	Grade Level	Time Required	Type of Material	Price
CAREER EDUCATION (cont.)					
129. Competency Skills: Writing on the Job	The Center for Humanities, Inc.	9-Coll.	Supp.	80 slides in 1 carousel cartridge, 1 tape cassette, 1 LP record, teacher's guide, library processing kit	$ 79.50
130. I Can Be Anything: Careers and Colleges for Young Women	Bantam Books, Inc.	8-12	Supp.	Student resource book, paperbound	$ 2.25
131. Is There Life After High School? Planning Your Future	Guidance Associates, Inc.	9-12	Supp.	3 filmstrips, 3 tape cassettes, 3 LP records, teacher's guide, library processing kit	$ 99.50
132. Leisure: Using It Productively	Guidance Associates, Inc.	9-12+	Supp.	2 filmstrips, 2 tape cassettes, 2 LP records, teacher's guide, library processing kit	$ 69.50
133. Men At Work: College and Career Choices for a New Age	Bantam Books, Inc.	8-12	Supp.	Student resource book, paperbound	$ 2.25
134. Opportunities In Energy Careers	National Textbook Company. VGM Career Horizons Division	10-12	Supp.	Career guidance text hardbound paperbound	$ 5.44 $ 4.31
135. Opportunities in Government Service	National Textbook Company. VGM...	10-12	Supp.	Same	
136. Opportunities in Paralegal Careers	National Textbook Company. VGM...	10-12	Supp.	Same	
137. Police Careers for Women	Julian Messner	7-12	Supp.	Hardbound student resource book	$ 7.79

Title	Publisher	Grade Level	Time Required	Type of Material	Price
CAREER EDUCATION (cont.)					
138. Stopout: Working Ways to Learn	Avon Books	8-12	Supp.	Paperbound book	$ 2.95
139. Three and Two: Autobiography of Tom Gorman	Charles Scribner's Sons	8-12	Supp.	Trade book	$ 8.95
140. What's Where--Official Guide to College Majors	Avon Books	8-12	Supp.	Paperbound book	$ 3.95
141. Work Book, The: Trade, Technical and Business Careers	Bantam Books	8-12	Supp.	Student resource, book, paperbound	$ 2.25
142. Yes You Can! Setting Goals and Reaching Them	Guidance Associates, Inc.	9-12	Supp.	2 filmstrips, 2 tape cassettes, 2 LP records, teacher's guide, library processing kit	$ 69.50
CITIZENSHIP EDUCATION/CIVICS					
*143. American Citizenship: The Way We Govern	Addison-Wesley Publishing Company	9-12	Yr.	Textbook Teacher's annotated ed. Duplicating masters (tests)	$ 10.38 $ 11.04 $ 17.97
*144. American Civics, Third Edition	Harcourt Brace Jovanovich, Inc.	7-12	Sem./Yr.	Textbook Teacher's manual Student workbook Teacher's edition (workbook) Test booklet	$ 10.95 $ 3.60 $ 2.55 $ 3.54 $ 1.95
*145. Civics For Americans	Scott, Foresman and Company	7-9	Sem./Yr.	Student text Teacher's annotated ed. Duplicating master tests Dup. master activities	$ 11.10 $ 12.60 $ 12.60 $ 16.30

* Analyzed in this volume NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
CITIZENSHIP EDUCATION/CIVICS (cont.)					
146. Civics: Citizens & Society	McGraw-Hill Book Company/Webster Division	7	Yr.	Textbook Teacher's resource guide	$ 10.23 $ 7.20
*147. Civics For Today	Houghton Mifflin Co.	7-9	Sem./Yr.	Textbook Activity book	$ 11.25 $ 3.00
*148. Decisions: Student Casebook on Civil Law	Paul S. Amidon & Associates, Inc.	7-10	Supp.	Student resource book	$ 2.95
*149. Decisions: Student Casebook on Criminal Law	Paul S. Amidon & Associates, Inc.	7-10	Supp.	Student resource book	$ 2.95
150. Exploring American Citizenship	Globe Book Company, Inc.	7-9	Yr.	Basal text	$ 8.40
151. Governing Your Life: Citizenship and Civics	Science Research Associates	7-9	Sem./Yr.	Student text Student workbook Instructor's manual	$ 11.95 NA NA
*152. Halfway House: Crisis in Civic Responsibility	Zenger Publications, Inc.	9-12	Supp.	Simulation	$ 8.95
153. I Am The Mayor	Paul S. Amidon & Associates, Inc.	5-8	Supp.	Simulation	$ 48.00
154. Juvenile Justice System, The	Prentice-Hall Media	9-12	Supp.	2 filmstrips, 2 cassettes, Teacher's guide, learning activity pack	$ 55.00
155. Safety Through the Year	Walt Disney Educational Media Company	K-4	Supp.	4 filmstrips, 4 cassettes, teacher's guide	$ 91.00
156. Seven for the People: Public Interest Groups at Work	Julian Messner	7-12	Supp.	Student resource book, hardbound	$ 7.79

* Analyzed in this volume

NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
CITIZENSHIP EDUCATION/CIVICS (cont.)					
157. Tax Revolt & Reform	Prentice-Hall Media	7-12	Supp.	2 filmstrips, 2 cassettes, teacher's guide learning activity pack	$ 55.00
158. Youth and the Law	Multi-Media Productions, Inc.	9-12	Supp.	5 part sound filmstrip series	$ 75.00
COMMUNICATION					
159. Daily Newspaper, The: The World at Your Fingertips	Current Affairs Films	4-6	Supp.	Sound filmstrip with cassette, discussion guide	$ 18.00
160. Morse, Marconi and You	Charles Scribner's Sons	7-12	Supp.	Trade book	$ 9.95
COMMUNITY RESOURCES					
161. Center, The	Atheneum Publishers	NA	Supp.	Student resource book	$ 8.95
CONSUMER EDUCATION					
162. Buying Insurance: What Is the Right Protection for You?	Guidance Associates, Inc.	9-Coll.	Supp.	2 filmstrips, 2 tape cassettes, 2 LP records, teacher's guide, library processing kit	$ 69.50
163. Buying On Credit	EMC Corporation	7-12	Supp.	Workbook (Reading level-grade 3)	$ 1.85
164. Consumer Reports, School Order Program	Consumers Union of United States, Inc.	7-12	Supp.	Monthly magazine 8-mo. student subscription (minimum order: 20 subscriptions)	$ 3.20

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	Title	Publisher	Grade Level	Time Required	Type of Material	Price
CONSUMER EDUCATION (cont.)						
165.	Consumer Tapes	Visual Education Corporation	7-12	Supp.	6 audio cassettes and listeners guide containing discussion questions and suggested reading	$ 67.00
166.	Daily Living Skills Applying for a Job Budgeting Money Using Public Transporation Community and Emergency Services	Society for Visual Education, Inc.	7-12	Supp.	4 sound filmstrips/4 cassettes plus teacher's manual and 32 duplicatible work sheets-- Skill Extenders (for educable mentally handicapped)	$ 93.00
167.	Dress For Less	EMC Corporation	7-12	Sem.	Workbook (Reading level-grade 3)	$ 1.85
168.	Exploring the Marketplace: The Claims and The Facts Making Sound Decisions Teen Foods & Nutrition	Consumers Union of United States, Inc.	7-12	Supp.	3 multimedia programs each containing 3 color filmstrips with cassettes, student booklets, teaching guide	$ 95.00 each
169.	Independent Living: Getting Started Finding a Place to Live Nutrition and Food Preparation Personal Health and Hygiene Consumer Skills	Society for Visual Education, Inc.	7-12	Supp.	4 sound filmstrips/4 cassettes plus teacher's manual and 32 duplicatable work sheets-- Skill Extenders (for educable mentally handicapped	$ 93.00
170.	It's Your Money	Xerox Education Publications	7-12	Supp.	48-page booklet	$ .90
171.	Label Literacy: How to Read Food Packaging	Sunburst Communcations, Inc.	9-12	Supp.	2 filmstrips/2 cassettes or records, teacher's guide	$ 69.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
CONSUMER EDUCATION (cont.)					
172. More Food For Our Money	EMC Corporation	7-12	Sem.	Student text (Reading Level-Grade 3)	$ 3.50
173. Put Your Money Down	EMC Corporation	7-12	Sem.	Student text (Reading Level-Grade 3)	$ 3.50
174. On Your Own	Educational Enrichment Materials	9-12	Supp.	5 filmstrips, 5 cassettes, 1 teacher's guide	$ 90.00
175. Repairs Without Ripoffs	EMC Corporation	7-12	Sem.	Workbook (Reading Level-Grade 3)	$ 1.85
176. So You Want to Buy a Car	EMC Corporation	7-12	Sem.	Workbook (Reading Level-Grade 3)	$ 1.85
177. Survival At the Supermarket	EMC Corporation	7-12	Sem.	Workbook (Reading Level-Grade 3)	$ 1.85
178. Try It On	EMC Corporation	7-12	Sem.	Student text (Reading Level-Grade 3)	$ 3.50
179. What's In a Name: Famous Brand Names	Julian Messner	7-12	Supp.	Student resource book, hardbound	$ 7.29
180. Wheels and Deals	EMC Corporation	7-12	Sem.	Student text (Reading Level-Grade 3)	$ 3.50
181. When Things Don't Work	EMC Corporation	7-12	Sem.	Student text (Reading Level-Grade 3)	$ 3.50
CONTEMPORARY ISSUES					
182. Alaska Pipeline, The	Julian Messner	3-6	Supp.	Student resource book, hardbound	$ 6.97

Title	Publisher	Grade Level	Time Required	Type of Material	Price
CONTEMPORARY ISSUES (cont.)					
183. American Family, The	Xerox Education Publications	7-12	Supp.	128-page book, paperbound	$ 1.25
184. American Revolution, The	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.15
185. American Woman: Her Image, Her Roles	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.15
186. Bilingual Tensions in Canada	The Ontario Institute for Studies in Education	9-12	Qtr.	Student resource book with topics for discussion	NA
187. Black Views of America	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.25
188. Changing Family, The	Prentice-Hall Media	7-12	Supp.	2 filmstrips/2 cassettes/ teaching guide, Learning Activity Pack	$ 55.00
189. Crime: What About the Victim?	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cassette, discussion guide	$ 27.50
190. Current Issues in American Democracy	Amsco School Publications, Inc.	10-12	Yr.	Textbook	$ 3.75
191. Death Penalty, The: Cruel or Just Punishment?	Current Affairs Films	7-12	Supp.	Sound filmstrips w/cass., discussion guide	$ 27.50
192. Drug Decision	Universal Research Systems, Inc.	7-10	Supp.	Programmed instruction book Workbook Film (rental)	$ 7.50 $ 3.25
193. Drug Decision (game)	Universal Research Systems, Inc.	7-10	Supp.	Game/simulation	$ 8.00

NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
CONTEMPORARY ISSUES (cont.)						
194.	Foreign Policy in Transition	National Textbook Company	9-12	Supp.	Critical analysis of topic (primary source material) (5 or more $4.35)	$ 5.70
195.	Global Alliances and U.S. Foreign Policy	National Textbook Company	9-12	Supp.	Basic overview of decision making in foreign policy; student text (5 or more $4.35)	$ 5.70
196.	Immigrant's Experience, The	Xerox Education Publications	9-12	Supp.	64-page booklet	$ .95
197.	Limits of War	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.15
198.	Nazi Germany	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.15
199.	New Deal, The	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.15
200.	Our Pill Society	Prentice-Hall Media	7-12	Supp.	2 filmstrips/2 cassettes/ teaching guide, learning activity pack	$ 55.00
201.	Penal System, The	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.25
202.	Penal System, The: Why Isn't It Working?	Current Affairs Films	7-12	Supp.	Sound filmstrip/cassette, discussion guide	$ 27.50
203.	Project Bluebook: Eyewitness Accounts of U.F.O.'s	Visual Education Corporation	7-12	Supp.	3 audio cassettes with listeners guide containing discussion questions and suggested reading	$ 34.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
CONTEMPORARY ISSUES (cont.)					
204. Railroad Era, The	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.25
205. Rise of Organized Labor	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.15
**206. SIRS Digest 6 topics available	Social Issues Resources Series, Inc.	6-12	Supp.	6 loose-leaf, 3-ring binders, 40 articles per volume, study guide	$ 25.00 each
207. Teenage Runaways	Prentice-Hall Media	9-12	Supp.	2 filmstrips/2 cassettes/ teaching guide, Learning activity pack	$ 55.00
208. Television	Prentice-Hall Media	7-12	Supp.	2 filmstrips/2 cassettes/ teaching guide, learning activity pack	$ 55.00
209. Terrorism	Prentice-Hall Media	7-12	Supp.	2 filmstrips/2 cassettes/ teaching guide, learning activity pack	$ 55.00
210. 20th Century China	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.25
211. 20th Century Russia	Xerox Education Publications	9-12	Supp.	64-page booklet	$ 1.25
212. UFO's: Who's Watching Us?	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cass., discussion guide	$ 27.50
213. Violence and Vandalism	Prentice-Hall Media	7-12	Supp.	2 filmstrips/2 cassettes/ teaching guide, learning activity pack	$ 55.00

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Title	Publisher	Grade Level	Time Required	Type of Material	Price
CONTEMPORARY ISSUES (cont.)					
214. Weekly Study Aids	Deadline Data On World Affairs	9-12	Supp.	2-page, 8" x 11" sheet, (issued weekly)	$ 8.00 per year
215. World of the Future, The	Educational Insights, Inc.	4-12	Supp.	Box of cards: student resource or teaching unit	$ 9.95
CURRENT EVENTS					
216. Deadline Data on World Affairs D.D.W.A. Lesson Plans	Deadline Data on World Affairs	9-12	Supp.	4-drawer cabinet with 6,000 index cards (updated weekly)	$265.00 per year
217. Junior Eagle	World Eagle, Inc.	5-9	Supp.	Current facts, maps, charts (annual)	$ 7.75
218. New York Times Filmstrip Subscription Series on Current Affairs 1979-1980	Educational Enrichment Materials	7-12	Supp.	8 filmstrips/8 cassettes/ 8 teacher's guides/ 8 duplicating masters/ wall map	$105.60
219. New York Times Filmstrip Subscription Series on Current Affairs 1978-79	Educational Enrichment Materials	7-12	Supp.	8 filmstrips/8 cassettes/ 8 teacher's guides/ 8 duplicating masters/ wall map	$105.60
**220. World Eagle	World Eagle, Inc.	7-12	Supp.	Current facts, maps, charts (ten issues)	$ 14.00

** Analyzed in Volume 4 of the DATA BOOK

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
DEATH/DYING						
221.	Alive!	Avon Books	8-12	Supp.	Paperbound book	$ 2.25
221.	Death: The Human Dimension	Winston Press, Inc.	7-12	Supp.	4 sound filmstrips/8 participant worksheets/ leader's guide	$ 79.95
223.	Old Cat and the Kitten	Atheneum Publishers	NA	Supp.	Student resource book	$ 6.95
224.	Paddy: A Naturalists Story of an Orphan Beaver	Avon Books	7-12	Supp.	Paperbound book	$ 1.95
225.	Review of the Novel, "Brian's Song", A	Current Affairs Films	7-12	Supp.	Sound filmstrip/cassette, hardbound book, guide	$ 34.95
226.	Review of the Novel, "Death Be Not Proud", A	Current Affairs Films	7-12	Supp.	Color sound filmstrip/ cassette, hardbound book, guide	$ 34.95
227.	Skipper	Atheneum Publishers	NA	Supp.	Student resource book	$ 7.95
228.	Tangle of Roots, A	Charles Scribner's Sons	7-up	Supp.	Trade book	$ 7.95
229.	Two for Survival	Avon Books	6-12	Supp.	Paperbound student resource book	$ 1.50
230.	Turkeylegs Thompson	Atheneum Publishers	NA	Supp.	Student resource book	$ 8.95
DECISION MAKING						
231.	Decision: Crisis of Educational Policy Making	Zenger Publications, Inc.	10-12+	Supp.	Simulation (teacher training and classroom use)	$ 4.95

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
DECISION MAKING (cont.)						
232.	Growing Up Moral: Dilemmas for the Intermediate Grades	Winston Press, Inc.	4-6	Supp.	Student and teacher resource book	$ 5.95
233.	How to Work Toward Agreement	Atheneum Publishers	NA	Supp	Student resource book	$ 7.95
234.	Managing School Conflict	Zenger Publications, Inc.	10-12	Supp.	Simulation (teacher training and classroom use)	$ 4.95
235.	Moral Education: A Handbook	Winston Press, Inc.	7-12	Supp.	Teacher and student resource book	$ 6.95
236.	Successful Problem Solving	National Textbook Company	8-12	Supp.	Student text with activities and sample problems to be solved	$ 3.00
ECONOMICS						
237.	Art of Successful Inventing, The	Prentice-Hall Media	9-12	Supp.	3 filmstrips/3cassettes/ teacher's guide. Book also available.	$ 85.00
238.	Audiovisual Materials for Teaching Economics	Joint Council on Economic Education	12+	Supp.	Annotated bibliography on research in the use of audiovisual materials for teaching economics and catalogue of available materials with brief descriptions.	NA
239.	Basic Economics Understanding Basic Factors The Consumer's Role Understanding Economic Trends Making Financial Decisions	Society for Visual Education, Inc.	10-12	Supp.	4 sound filmstrips/4 cassettes/teacher's manual and 24 duplicatible worksheets (Skill Extenders)	$104.00

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
ECONOMICS (cont.)						
240.	Creative Activities in Economics for Middle School Students	The University of Georgia, Center for Economic Education	5-9	Sem.	Description of almost 200 activities to be used with Trade-offs series or integrating economic concepts in the ongoing social studies curriculum.	$ 2.00
241.	Economic Education Experiences of Enterprising Teachers, Vol. 16	Joint Council on Economic Education	K-Coll.	Supp.	Description of prize-winning lessons submitted to the National Awards Program for Excellence in Teaching Economics.	$ 2.00
*242.	Economics: Meeting People's Needs	Science Research Associates	9-12	Sem./Yr.	Student text, teacher's manual, student workbook, test book	$ 10.95
243.	Economics of British Socialism, The	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip	$ 15.00
244.	Economics-Political Science Series: Analyzing Tax Policy A Resource Guide	Joint Council on Economic Education	10-12	Supp.	Overview of political and economic aspects of taxation; detailed lesson plans for incorporating political and economic analysis of tax policy into social studies courses.	$ 4.50
245.	Economics-Political Science Series: Crime	Joint Council on Economic Education	10-12	Supp.	Overview of the topic, teacher's bibliography, and detailed lesson plans for incorporating economic and political analysis of crime and its prevention into social studies courses.	NA

* Analyzed in this volume NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
ECONOMICS (cont.)						
246.	Economics: Principles and Practices. Third Edition.	Merrill, Charles E., Publishing Company	11-12		Student text Teacher's manual Workbook Evaluation program (duplicating masters)	NA
247.	Energy for America	Atheneum Publishers	NA	Supp.	Student resource book	$ 9.95
248.	Gift From a Sheep	Atheneum Publishers	NA	Supp.	Student resource book	$ 7.95
249.	Guide to Games and Simulations for Teaching Economics, A, 3rd edition	Joint Council on Economic Education	12-Coll.	Supp.	Annotated bibliography on research in the use of games and simluations for teaching economics and catalogue of available materials with brief descriptions.	NA
250.	Improving Comprehension and Vocabulary Development in Economics	The University of Georgia, Center for Economic Education	7-12	Sem.	Teacher resource book outlining strategies for improving comprehension; multiple examples in form of student worksheets	$ 1.00
251.	Inflation: The Hole in Your Pocket	Current Affairs Films	7-12	Supp.	Sound filmstrip/cassette, discussion guide	$ 27.50
252.	Junior High School Test of Economics (Spanish version)	Joint Council on Economic Education	7-9	Supp.	25 test booklets	$ 6.00

NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
ECONOMICS (cont.)					
253. Master Curriculum Guide, Part II, Strategies for Teaching Economics: Basic Business and Consumer Education	Joint Council on Economic Education	10-12	Supp.	Overview of the topic, teacher's bibliography, and detailed lesson plans for incorporating selected economic topics into basic business and consumer education courses.	$ 5.00
254. Master Curriculum Guide, Part II, Strategies for Teaching Economics: U.S. History	Joint Council on Economic Education	10-12	Supp.	Overview of the topic, teacher's bibliography, and detailed lesson plans for incorporating economic topics into U.S. history courses.	NA
255. Master Curriculum Guide, Part II, Strategies for Teaching Economics: World Studies	Joint Council on Economic Education	10-12	Supp.	Overview of the topic, teacher's bibliography, and detailed lesson plans for incorporating economic topics into world history courses.	NA
*256. Our Economy: How It Works	Addison-Wesley Publishing Company	7-10	Sem.	Textbook Teacher's manual	$ 8.70 NA
257. Stock Market, The	Prentice-Hall Media	7-12	Supp.	2 filmstrips/2 cassettes/ teaching guide, learning activity pack	$ 55.00
258. Story of Rice, The	Julian Messner	3-6	Supp.	Student resource book, hardbound	$ 6.97

* Analyzed in this volume

NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
ECONOMICS (cont.)						
259.	Test of Economic Literacy	Joint Council on Economic Education	11-12	Supp.	25 test booklets, 2 equivalent (Spanish version) forms	$ 6.00
					interpretive manual and rationale	$ 2.75
260.	Today's Economics	Xerox Education Publications	7-12	Supp.	64-page booklet	$ 1.25
ENVIRONMENTAL EDUCATION/ECOLOGY						
261.	Alternative 3	Avon Books	9-12	Supp.	Paperbound student resource book	$ 2.25
262.	Biohazard	Avon Books	9-12	Supp.	Paperbound student resource book	$ 2.25
263.	Earth's Aura	Avon Books	8-12	Supp.	Paperbound student resource book	$ 2.95
264.	Paddy: A Naturalist's Story of an Orphan Beaver	Avon Books	7-12	Supp.	Paperbound student resource book	$ 1.95
265.	Thin Edge, The	Avon Books	8-12	Supp.	Paperbound student resource book	$ 2.25
266.	Arabs: People and Power, The	Bantam Books	9-12	Supp.	Paperbound student resource book	$ 2.50
267.	Catastrophe! When Man Loses Control	Bantam Books	9-12	Supp.	Paperbound student resource book	$ 2.75
268.	Closing Circle, The	Bantam Books	6-12	Supp.	Paperbound student resource book	$ 2.95

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
ENVIRONMENTAL EDUCATION/ECOLOGY (cont.)						
269.	Disaster! When Nature Strikes Back	Bantam Books	9-12	Supp.	Paperbound student resource book	$ 2.50
270.	Ecotopia	Bantam Books	10-12	Supp.	Paperbound student resource book	$ 2.25
271.	Energy: The Fuel of Life	Bantam Books	9-12	Supp.	Paperbound student resource book	$ 2.50
272.	How Things Work: Aerosols to Zippers	Bantam Books	9-12	Supp.	Paperbound student resource book	$ 2.50
273.	Ocean, The: Mankind's Last Frontier	Bantam Books	9-12	Supp.	Paperbound student resource book	$ 2.50
274.	Poverty of Power, The	Bantam Books	9-12	Supp.	Paperbound student resource book	$ 2.95
275.	Unacceptable Risk: The Nuclear Power Controversy	Bantam Books	8-12	Supp.	Paperbound student resource book	$ 2.95
276.	U.S. Government: How and Why it Works	Bantam Books	9-12	Supp.	Paperbound student resource book	$ 2.50
277.	Animal Environment Series The Wild Boar The Jay The Meadow Mouse The Weasel	Barrons Educational Series, Inc.	3-6	Supp.	Hardbound textbooks	$ 4.95 each
278.	Extinction: The Game of Ecology	Carolina Biological Supply Company	10-12	Supp.	Game/simulation	$ 17.50
279.	Pollution	Carolina Biological Supply Company	9-12	Supp.	Student resource book	$ 1.50

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
ENVIRONMENTAL EDUCATION/ECOLOGY (cont.)						
280.	Studying the Past by Pollen Analysis	Carolina Biological Supply Company	9-12	Supp.	Student resource book	$ 1.50
281.	Deadly Chemicals: Who's Minding the Store?	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cassette, discussion guide	$ 27.50
282.	Nuclear Energy: Too Hot To Handle?	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cassette, discussion guide	$ 27.50
283.	Energy and Education: Teaching Alternatives	National Education Association	K-12	Supp.	Teacher's curriculum resource	$ 5.95
284.	Keeping Our Cities Clean	Julian Messner	3-6	Supp.	Hardbound student resource book	$ 6.97
285.	Our Noisy World	Julian Messner	3-6	Supp.	Hardbound student resource book	$ 6.97
286.	Understanding Weather and Climate	Science and Mankind, Inc.	9-14	Sem.	160 slides in 2 carousel cartridges, 2 tape cassettes, 2 LP records, teacher's guide, library processing kit	$139.50
287.	Amazing Earthworm, The	Charles Scribner's Sons	2-7	Supp.	Trade book	$ 7.95
288.	Cricket in the Grass, A	Charles Scribner's Sons	1-7	Supp.	Trade book	$ 8.95
289.	Elephants on the Beach	Charles Scribner's Sons	2-6	Supp.	Trade book	$ 7.95
290.	Pumpkin People, The	Charles Scribner's Sons	2-6	Supp.	Trade book	$ 8.95
291.	Watersnake, The	Charles Scribner's Sons	1-3	Supp.	Trade book	$ 7.95

Title	Publisher	Grade Level	Time Required	Type of Material	Price
ETHNIC/MINORITY STUDIES (contd.)					
304. Now, Ameriky	Atheneum Publishers	NA	Supp.	Student recource book	$ 8.95
305. Other Shore, The	Atheneum Publishers	NA	Supp.	Student resource book about Italian immigration to U.S.	$ 8.95
306. To Catch a Zombi	Atheneum Publishers	NA	Supp.	Student resource book	$ 8.95
307. Bury My Heart at Wounded Knee: An Indian History of the American West	Bantam Books	7-12	Supp.	Paperbound student resource book	$ 3.50
308. Farewell to Manzanar	Bantam Books	7-12	Supp.	Paperbound student resource book	$ 1.95
309. My Soul is Rested	Bantam Books	7-12	Supp.	Paperbound student resource book	$ 2.95
310. Woman Called Moses, A	Bantam Books	8-12	Supp.	Paperbound student resource book	$ 1.95
311. Review of the Novel "The Light in the Forest," A	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cass., hardbound book, guide	$ 34.95
312. Review of the Novel "When Legends Die," A	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cass., hardbound book, guide	$ 34.95
313. Cultures in Canada	The Macmillan Co. of Canada Limited	9-10	Sem.	Textbook	$ 4.45
314. Cultures in the Community	The Ontario Institute for Studies in Ed.	9-11	Qtr.	Kit, including teacher's guide, audiocassette, & filmstrip on how students can investigate the ethnic makeup of their community	$ 12.00

NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
ENVIRONMENTAL EDUCATION/ECOLOGY (cont.)						
292.	Wild Inside, The	Charles Scribner's Sons	3-up	Supp.	Trade Book	$ 9.95
293.	Disney's True Life Adventure (Series) African Lion and Jungle Cat	Walt Disney Educational Media Company	K-8 7-12	Supp.	5 color filmstrips, 5 cassettes, teacher's guide	$112.00
294.	Life of the Fishes	Walt Disney Ed. Media Company	5-8 7-12	Supp.	6 live action filmstrips, 6 cass., teacher's guide	$134.00
295.	Rivers: Roots of the Oceans	Walt Disney Ed. Media Company	5-8 7-12	Supp.	5 live action filmstrips, 5 cass., teacher's guide	$112.00
296.	Undersea Exploration	Walt Disney Ed. Media Company	5-8 7-12	Supp.	4 live action filmstrips, 4 cass., teacher's guide	$ 91.00
297.	Water Planet, The, Set 2	Walt Disney Ed. Media Company	5-8 7-12	Supp.	5 live action filmstrips with 5 cass. or records, teacher's guide	$106.00
298.	Conservation Story	Xerox Ed. Pubs.	7-12	Supp.	48-page booklet	$ 1.25
299.	Ecology: Man Explores Life	Xerox Ed. Pubs.	7-9	Supp.	48-page booklet	$ 1.25
300.	Our Polluted World	Xerox Ed. Pubs.	7-12	Supp.	48-page booklet	$ 1.25
ETHNIC/MINORITY STUDIES						
301.	Girls in the Velvet Frame, The	Atheneum Publishers	NA	Supp.	Student resource book	$ 6.95
302.	Jethro and the Jumbie	Atheneum Publishers	NA	Supp.	Student resource book	$ 6.95
303.	Macumba	Atheneum Publishers	8-12	Supp.	Paperbound book	$ 2.25

NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
ETHNIC/MINORITY STUDIES (cont.)					
315. Multicultural Canada: A Teacher's Guide to Ethnic Studies	The Ontario Institute for Studies in Ed.	Teacher Resource	Supp.	Activities and related resources for teachers	$ 10.50
316. Cross Cultural Game, A (formerly RAFA' RAFA')	Simile II	5-8	Supp.	Simulation game--kit containing director's guide, participant materials	$ 15.00
317. City Children, Country Summer	Charles Scribner"s Sons	7-12	Supp.	Trade book	$ 9.95
318. American Irish, The	United Federation of Teachers	K-12	Supp.	Textbook	$ 5.00
319. History of Black Americans, The	United Federation of Teachers	K-12	Supp.	Newspaper supplement	Free
320. Holocaust: Humanity on Trial, The	United Federation of Teachers	K-12	Supp.	Newspaper supplement	Free
321. Irish in America, The	United Federation of Teachers	K-12	Supp.	Newspaper supplement	Free
322. Italians in America, The	United Federation of Teachers	K-12	Supp.	Newspaper supplement	Free
323. Sacco and Vanzetti: A Case Study in Human Rights	United Federation of Teachers	K-12	Supp.	Lesson guide and bibliography	Free
324. Study Guide on Italian-Americans	United Federation of Teachers	K-12	Supp.	Textbook	$ 5.00
325. Holocaust Classroom Library: Teenage Experiences in Nazi Europe	Zenger Publications, Inc.	7-9	Supp.	Paperbound books (2 copies each of eight titles	$ 26.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
FAMILY HISTORY					
326. Come Spring	Atheneum Publishers	NA	Supp.	Student resource book	$ 8.95
327. An Orphan for Nebraska	Atheneum Publishers	NA	Supp.	Student resource book	$ 7.95
328. Don't Look and It Won't Hurt	Avon Books	6-12	Supp.	Paperbound book	$ 1.50
329. Only Human	Avon Books	6-12	Supp.	Paperbound book	$ 1.50
330. Friendly Fire	Bantam Books	8-12	Supp.	Paperbound student resource book	$ 2.75
331. Family Roots--YOU be the Historian	Coronet Instructional Media	9-12	Supp.	4 sound filmstrips, 4 audio cassettes, 16 student activity duplicating masters, 1 program guide, 6 copies paperbound resource book: WHO DO YOU THINK YOU ARE?--DIGGING FOR YOUR FAMILY ROOTS (New American Press).	$ 85.00
332. Ancestor Hunting	Julian Messner	3-6	Supp.	Student resource book, hardbound	$ 6.97
333. Gathering of Days, A	Charles Scribner's Sons	6-8	Supp.	Trade book	$ 7.95
FUTURE STUDIES					
334. Galaxy	Interact Company	7-9	Supp.	Simulation	$ 28.00

NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
GEOGRAPHY						
335.	Eastern Hemisphere, The	Allyn and Bacon,	6-7	Yr.	Textbook Teacher's guide. Workbook. Teacher's edition (workbook).	$ 11.19 $ 12.69
*336.	World Geography	American Book Co.	7	Yr.	Hardbound student text Teacher's edition Student workbook Teacher's edition (wk.bk.) Chapter tests (dup. mas.)	$ 11.88 $ 12.99 $ 3.57 $ 4.50 $ 20.16
337.	Gold Rush!	Atheneum Publishers	NA	Supp.	Student resource book	$ 6.95
338.	River Runners	Atheneum Publishers	NA	Supp.	Student recource book	$ 7.95
339.	Brendan Voyage, The	Avon Books	7-12	Supp.	Paperbound book	$ 2.75
340.	Finest Kind, The--The Fisherman of Gloucester	Avon Books	8-12	Supp.	Paperbound book	$ 2.95
341.	Great Pyramid Decoded, The	Avon Books	8-12	Supp.	Paperbound book	$ 3.95
342.	Incas, The	Avon Books	7-12	Supp.	Paperbound book	$ 3.50
343.	Mysteries of Machu Picchu	Avon Books	8-12	Supp.	Paperbound book	$ 2.75
344.	Amazon Forest and River, The	Barrons Educational Series, Inc.	10-12	Supp.	Hardbound supplementary textbook	$ 14.95
345.	Nyiragongo, The Forbidden Volcano	Barrons Educational Series, Inc.	10-12	Supp.	Hardbound supplementary textbook	$ 16.95
346.	Earth from Space Set, The	Carolina Biological Supply Company	7-12	Supp.	2x2 transparencies	$ 22.00
347.	Map Language	Coronet Instructional Media	4-6	Supp.	6 sound filmstrips, 6 tape cassettes, 1 program guide	$110.00

* Analyzed in this volume

NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
GEOGRAPHY (cont.)					
348. Metric Map Mastery	Coronet Instructional Media	4-6	Supp.	10 cassettes, 30 student response books, program guide	$116.00
349. Seeing Northern South America	Coronet Instructional Media	4-6	Supp.	4 filmstrips, 4 tape cassettes, 1 program guide	$ 75.00
350. Geofacts Cards	Denoyer-Geppert	4-12	Supp.	Poster and flash cards	$ 20.00
351. Map Check Overlays (U.S.)	Denoyer-Geppert	4-12	Supp.	Self-checking outline map activities	$ 10.00
352. Map Check Overlays (World)	Denoyer-Geppert	4-12	Supp.	Self-checking outline map activities	$ 10.00
353. Using Maps and Globes, Skillbuilders	Denoyer-Geppert	4-8	Supp.	Student activity cards	$ 12.00
354. Adventures in Map Land	Educational Enrichment Materials	K-6	Supp.	6 filmstrips, 6 cassettes, 1 teacher's guide	$108.00
355. World Geography	Follett Publishing Co.	7-12	Yr.	Textbook	$ 11.97
**356. Changing Land Use: The Black Lachlan District of Australia	Geography Curric. Project	7-9	Qtr./Supp.	Study of a semi-arid area. Set consists of textbook and student workbook.	$ 3.00
**357. Changing Land Use: The Fens of England	Geography Curric. Project	7-9	Qtr./Supp.	Study in land reclamation. Set consists of textbook and student workbook.	$ 3.00
**358. Changing Land Use: Peachtree Street, Atlanta	Geography Curric. Project	7-9	Qrt./Supp.	Study in sequent occupance. Set consists of textbook and student workbook.	$ 3.00

**Analyzed in Volume 4 of the DATA BOOK

Title	Publisher	Grade Level	Time Required	Type of Material	Price
GEOGRAPHY (cont.)					
359. Introducing Earth Parts I and II	The Macmillan Co. of Canada Limited	7-8	Yr.	Textbook, Part I Textbook, Part II Teacher's guide	$ 6.25 $ 6.75 $ 6.95
360. Geographie Physique	The Macmillan Co. of Canada Limited	11-12	Yr.	Textbook	$ 7.00
*361. Geography in an Urban Age Unit 1: Geography of Cities Unit 2: Manufacturing and Agriculture Unit 3: Cultural Geography Unit 4: Political Geography	Macmillan Publishing Co., Inc.	9-12	Qtr./Yr.	For each unit: Student resource book Teacher's guide	$ 1.68- $ 4.35 each $ 2.55- $ 3.90 each
362. Geography in an Urban Age Unit 5: Environment and Resources	Macmillan Publishing	9-12	Qtr./Yr.	Student manual (set of 10) Other materials include maps, transparencies, games, and classroom kits.	$ 4.74- $ 10.98 each
363. America's Majestic Canyons	National Geographic Society	7-12	Supp.	Student resource book	$ 5.75
364. Geography of the United States: Part I: The Pacific States; Alaska Part II: The Southwest; The Mountain States. Part III: The Upper South; The Lower South. Part IV: Great Lakes Region; The Heartland. Part V: New England; Mid-Atlantic States.	National Geographic Society	2-6	Supp. cassettes	10 sound filmstrips w/ (individual parts available separately)	$157.50

* Analyzed in this volume

Title	Publisher	Grade Level	Time Required	Type of Material	Price
GEOGRAPHY (cont.)					
365. Our World (Children's Atlas)	National Geographic Society	4-7	Supp.	Student resource book	$ 16.95
366. World Geography	Science Research Assoc.	9-12	Yr.	Student text	
				Student workbook	$ 12.50
				Instructor's manual	NA
*367. Land and People	Scott, Foresman and Company	9-12	Yr.	Student text	NA
				Teacher's anno. edition	$ 12.21
				Student workbook	$ 13.35
				Teacher's ed. workbook	$ 2.95
				Duplicating master tests	$ 3.36
368. Canada	Charles Scribner's Sons	7-12	Supp.	Trade book	$ 26.46
369. World Geography	Silver Burdett Co.	10-12	Supp.	Text, teacher's manual	$ 9.95
370. Geography Skills Series	Steck-Vaughn Co.		Supp.	4 consumable worktexts	$ 2.10 each
Lands at Home		3			
Regions of the World		4			
The American Continents		5			
Continents Overseas		6			
371. Discovering Our Land: The Geography of North America	Walt Disney Edu. Media Company	6-8 7-12	Supp.	10 filmstrips, 10 cass., 10 spiritmasters, teacher's guide	$229.00
372. China: Emerging Asian Giant	Xerox Ed. Pubs.	7-12	Supp.	48-page booklet	$ 1.25
373. Map Skills for Today's Geography	Xerox Ed. Pubs.	7-9	Supp.	48-page booklet	$ 0.95
374. Middle East	Xerox Ed. Pubs.	7-12	Supp.	48-page booklet	$ 1.25
375. People of the Desert: Cultural Geography	Xerox Ed. Pubs.	6-9	Supp.	64-page booklet	$ 1.25

* Analyzed in this volume

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
GEOGRAPHY (cont.)						
376.	Physical Geography	Xerox Ed. Pubs.	7-12	Supp.	48-page booklet	$ 0.95
377.	Soviet Union	Xerox Ed. Pubs.	7-12	Supp.	48-page booklet	$ 1.25
GLOBAL STUDIES/INTERNATIONAL AFFAIRS						
378.	Impressions	Atheneum Publishers	NA	Supp.	Student resource book	$ 8.95
379.	Great Decisions	Allyn and Bacon, Inc.	9-12	Supp.	Paperbound study guide Teacher's guide	$ 2.94 $ 1.08
380.	Superstar Show of Government	Barrons Educational Series, Inc.	9-12	Supp.	Hardbound supp. textbook	$ 6.00
381.	China: The One-Billion Society	Current Affairs Films	7-12	Supp.	Sound filmstrip w/ cassette, discussion guide	$ 27.50
382.	Communist Party and Soviet Government	Encore Visual Education, Inc.	9-14	Supp.	1 color filmstrip, 1 cassette, teacher's manual	$ 23.00
383.	Arabs vs. Israelis: The Quest for Peace	Educational Enrichment Matls.	7-12	Supp.	2 filmstrips, 2 cassettes, teacher's guide	NA
384.	China and the U.S.: Normalization and Beyond	Foreign Policy Association	10-12	Supp.	Supplementary resource material	$ 1.50
385.	Latin America's Emergence: Toward a U.S. Response (#243 in HEADLINE Series, Feb. 1979)	Foreign Policy Association	10-12	Supp.	Supplementary resource material (discounts for 10 or more.)	$ 1.40
386.	Persian Gulf, The: After Iran's Revolution (#244, in HEADLINE Series, April 1979)	Foreign Policy Association	10-12	Supp.	Supplementary resource material	$ 1.40

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
GLOBAL STUDIES/INTERNATIONAL AFFAIRS (cont.)						
387.	Power and Identity: Tribalism and Global Politics (#246 in HEADLINE series, Oct. 1979)	Foreign Policy Association	10-12	Supp.	Supplementary resource material	$ 1.40
388.	Salt II: Toward Security or Danger?	Foreign Policy Assoc.	10-12	Supp.	Supplementary resource	$ 2.00
389.	Science, Technology and Development: The Politics of Modernization (#245, in HEADLINE series, Aug. 1979)	Foreign Policy Association	10-12	Supp.	Supplementary resource material	$ 1.40
390.	Global Studies for American Schools	National Education Association	K-12	Supp.	Teacher's resource	$ 4.50
GUIDANCE/MENTAL HEALTH						
391.	Contemporary Concerns of Youth	American Guidance Service, Inc.	7-12	Supp.	Teacher's manual, duplicating masters, posters	NA
392.	Buzzed, Bombed, Smashed or Sober	Avon Books	7-12	Supp.	Paperbound book	$ 1.50
393.	Why Am I So Miserable if These are the Best Years of My Life?	Avon Books	6-12	Supp.	Paperbound book	$ 1.75
394.	Getting Your Head Together: Understanding Mental Health	Guidance Associates	9-12	Supp.	2 filmstrips, 2 tape cassettes, 2 LP records, teacher's guide, library processing kit	$ 69.50

Title	Publisher	Grade Level	Time Required	Type of Material	Price
GUIDANCE/MENTAL HEALTH (cont.)					
395. Passages: Critical Stages of Human Development	Guidance Associates	9-12	Supp.	2 filmstrips, 2 tape cassettes, 2 LP records, teacher's guide, library processing kit	$ 69.50
396. When Disaster Strikes: Coping With Loss, Grief, and Rejection	Human Relations Media Center	9-12	Supp.	3 color, sound filmstrips	$ 90.00
397. Gentle Art of Saying No, The	Sunburst Communications, Inc.	9-12	Supp.	3 filmstrips, 3 cassettes or records, 1 teacher's guide	$ 99.00
398. Growing Up Healthy, Set 2	Walt Disney Educational Co., Inc.	3-7	Supp.	6 color filmstrips, 6 records or cassettes, teacher's guide	$134.00
HUMAN RELATIONS					
399. Boy Friends, Girl Friends, Just Friends	Atheneum Publishers	NA	Supp.	Student resource book	$ 6.95
400. Child's Book of Manners, A	Atheneum Publishers	NA	Supp.	Student resource book	$ 8.95
401. Crucible Year, The	Atheneum Publishers	NA	Supp.	Student resure book	$ 7.95
402. Jill the Pill	Atheneum Publishers	NA	Supp.	Student resource book	$ 6.95
403. Laura's Story	Atheneum Publishers	NA	Supp.	Student resource book	$ 7.95
404. "Me and You and a Dog Named Blue"	Atheneum Publishers	NA	Supp.	Student resource book	$ 7.95
405. Sophia Scarlotti and Ceecee	Atheneum Publishers	NA	Supp.	Student resource book	$ 7.95

Title	Publisher	Grade Level	Time Required	Type of Material	Price
HUMAN RELATIONS (cont.)					
406. Sexuality--The Human Perspective	Barrons Educational Series, Inc.	12	Sem.	Textbook, paperbound Textbook, hardbound	$ 10.95 $ 16.95
407. Dating and Sex: Values, Attitudes and Behavior	Guidance Associates	7-12	Sem.	2 filmstrips, 2 tape cassettes, 2 LP records, teacher's guide, library processing kit	$ 69.50
408. Meditation: The Art of Self-Awareness	Prentice-Hall Media	9-12	Supp.	2 filmstrips, 2 cassettes, teacher's guide	$ 62.00
409. Psychology of Aging, The: Senior Citizens in 5 Communities	Prentice-Hall Media	9-12	Supp.	5 filmstrips, 5 cassettes, teacher's guide	$122.00
410. Psychology of Youth and Adolescence, The: Growing Up in 5 Communities	Prentice-Hall Media	9-12	Supp.	5 filmstrips, 5 cassettes, teacher's guide	$122.00
411. Care and Cultivation of Parents, The	Julian Messner	7-12	Supp.	Hardbound student resource book	$ 7.79
412. Coping...When Your Family Falls Apart	Julian Messner	7-12	Supp.	Hardbound student resource book	$ 7.79
413. Special Friends	Julian Messner	3-6	Supp.	Hardbound student resource book	$ 6.97
414. Holiday Tales of Sholom Aleichem	Charles Scribner's Sons	5-12	Supp.	Trade book	$ 8.95
415. Becoming an Adult: A Disney Family Studies Series	Walt Disney Educational Media Co.	7-12	Supp.	5 filmstrips, 5 cassettes, 5 spiritmasters, teacher's guide	$115.00

Title	Publisher	Grade Level	Time Required	Type of Materia!	Price
INTERDISCIPLINARY					
416. Beginning Teacher, The: A Practical Guide to Problem Solving	National Education Association	K-12	Supp.	Teacher's resource	$ 5.75
417. Classroom Discipline: Case Studies and Viewpoints	National Education Association	K-12	Supp.	Teacher's resource	$ 5.75
INTERDISCIPLINARY SOCIAL STUDIES					
*418. American Book Social Studies (Series)	American Book Co.	K-6	Curr.	Basal social studies series	
Beginnings		K	Yr.	Teacher's guide	$ 6.00
				Study prints (36) with teacher's guide	$ 60.00
				151 activity cards	$ 54.00
				20 spirit masters	$ 6.00
Self		1	Yr.	Hardbound student text	$ 5.58
				Teacher's edition	$ 6.69
Others		2	Yr.	Hardbound student text	$ 6.18
				Teacher's edition	$ 7.26
Communities		3	Yr.	Hardbound student text	$ 7.38
				Teacher's edition	$ 8.46
				Student workbook	$ 2.19
				Teacher's edition (workbook)	$ 3.27
				Tests (dup. masters)	$ 6.60
Environments		4	Yr.	Hardbound student text	$ 7.92
				Teacher's edition	$ 9.03
				Student workbook	$ 2.31
				Teacher's edition (workbook)	$ 3.42
				Tests (dup. masters)	$ 4.95

* Analyzed in this volume

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
INTERDISCIPLINARY SOCIAL STUDIES (cont.)						
418 (cont.)	Americans	American Book Co.	5	Yr.	Hardbound student text	$ 8.67
					Teacher's edition	$ 9.75
					Student workbook	$ 2.49
					Teacher's edition (workbook)	$ 3.57
					Tests (dup. masters)	$ 6.60
	Cultures		6	Yr.	Hardbound student text	$ 9.21
					Teacher's edition	$ 10.32
					Student workbook	$ 2.49
					Teacher's edition (workbook)	$ 3.57
					Tests (dup. masters)	$ 8.25
	Meeting Map Skills		1-2	Supp.	Student workbook (dup. masters with teacher's notes)	$ 15.00
	Advancing Map Skills		3-4	Supp.	Student workbook (dup. masters with teacher's notes)	$ 15.00
	Meeting Map Skills		5-6	Supp.	Student workbook (dup. masters with teacher's notes)	$ 15.00
419.	Mr. Marley's Main Street Confectionary	Atheneum Publishers	NA	Supp.	Student resource book	$ 6.95
420.	Bowmar/Noble Social Studies Program	Bowmar/Noble Publishers, Inc.	1-6	Curr.	Basal social studies series, 6 textbooks	$ 6.00-$ 9.96
					6 teacher's editions	NA
					6 test programs	NA
*421.	Our Land and Heritage Series Our School	Ginn and Company	1-6	Curr.	Basal social studies series	
			1	Yr.	Student text	$ 5.45
					Teacher's edition	$ 6.70

* Analyzed in this volume

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
INTERDISCIPLINARY SOCIAL STUDIES (cont.)						
421 (cont.)	Our Neighborhoods	Ginn and Company	2	Yr.	Student text	$ 6.00
					Teacher's edition	$ 7.10
	Our Communities		3	Yr.	Student text	$ 6.50
					Workbook	$ 2.25
					Teach. ed. of workbook	$ 2.25
					Tests (dup. masters)	$ 7.85
					Teacher's edition	$ 8.40
	Our People		4	Yr.	Student text	$ 7.60
					Workbook	$ 2.25
					Teach. ed. of workbook	$ 2.25
					Tests (dup. masters)	$ 11.80
	Our Country	Ginn and Company	5	Yr.	Student text	$ 8.65
					Workbook	$ 2.25
					Teach. ed. of workbook	$ 2.25
					Tests (dup. masters)	$ 15.00
					Teacher's edition	$ 10.30
	Our World		6	Yr.	Student text	$ 8.65
					Workbook	$ 2.25
					Teach. ed. of workbook	$ 2.25
					Tests (dup. masters)	$ 15.00
					Teacher's edition	$ 10.35
422.	Windows on Our World (Series)	Houghton Mifflin Co.	K-6	Curr.	Basal social studies series	
	Me		K	Yr.	Activity sheets	$ 4.35
					Poster pad (24 pictures)	$ 48.75
					5 filmstrips	$ 45.00
	At Home, At School		1	Yr.	Textbook	$ 5.49
					Study set (worksheets on duplicating masters)	$ 9.60
					Tests (on dup. masters)	$ 10.20

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
INTERDISCIPLINARY SOCIAL STUDIES (cont.)						
422 (cont.)	In Our Community	Houghton Mifflin Co.	2	Yr.	Textbook	$ 5.85
					Study set (worksheets on duplicating masters)	$ 9.60
					Tests (on dup. masters)	$ 10.20
	Ourselves and Others		3	Yr.	Textbook	$ 7.20
					Study set (worksheets on duplicating masters)	$ 16.50
					Tests (on dup. masters)	$ 10.20
	Our Home, The Earth		4	Yr.	Textbook	$ 7.50
					Study set (worksheets on duplicating masters)	$ 16.50
					Tests (on dup. masters)	$ 10.20
	America: Past and Present		5	Yr.	Textbook	$ 8.55
					Study set (worksheets on duplicating masters)	$ 16.50
					Tests (on dup. masters)	$ 10.20
	Around Our World		6	Yr.	Textbook	$ 8.79
					Study set (worksheets on duplicating masters)	$ 16.50
					Tests (on dup. masters)	$ 10.20
423.	Steps	Interact Company	7-12	Supp.	Paperbound handbook includes teacher's note and 25 handbooks	$ 87.00
*424.	Understanding the Social Program (Series)	Laidlaw Brothers				
	Understanding Our Country		5	Yr.	Textbook	$ 9.60
	Understanding the World		6	Yr.	Textbook	$ 10.26
425.	Macmillan Social Studies	Macmillan Publishing	1-7	Curr.	Basal social studies series	
	School Friends	Company, Inc.	1	Yr.	Textbook	$ 5.40
					Teacher's edition	$ 6.15

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
INTERDISCIPLINARY SOCIAL STUDIES (cont.)						
425 (cont.)	Places Near and Far	Macmillan Publishing Company, Inc.	2	Yr.	Textbook	$ 5.70
					Teacher's edition	$ 6.45
	Communities Today and Yesterday		3	Yr.	Textbook	$ 6.78
					Teacher's edition	$ 7.53
					Workbook	$ 2.58
					Teacher's ed. (workbook)	$ 3.24
					Tests on dup. masters	$ 6.66
	Our Country and Other Lands		4	Yr.	Textbook	$ 7.95
					Teacher's edition	$ 8.70
					Workbook	$ 2.58
					Teacher's ed. (workbook)	$ 3.24
					Tests on dup. masters	$ 10.59
	The United States and Other Americas		5	Yr.	Textbook	$ 8.64
					Teacher's edition	$ 9.39
					Workbook	$ 2.58
					Teacher's ed. (workbook)	$ 3.24
					Tests on dup. masters	$ 13.74
	The Old World		6	Yr.	Textbook	$ 8.97
					Teacher's edition	$ 9.72
					Workbook	$ 2.58
					Teacher's ed. (workbook)	$ 3.24
					Tests on dup. masters	$ 13.74
	American Neighbors		6/7	Yr.	Textbook	$ 9.98
					Teacher's edition	$ 10.23
					Workbook	$ 2.58
					Teacher's edition	$ 3.24
					Tests on dup. masters	$ 15.69
	World Neighbors		7	Yr.	Textbook	$ 9.66
					Teacher's edition	$ 10.41
					Workbook	$ 2.58
					Teacher's ed. (workbook)	$ 3.24
					Tests on dup. masters	$ 15.69

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
INTERDISCIPLINARY SOCIAL STUDIES (cont.)						
426.	Mini Page, The	The Mini Page Publishing Company	K-6	Yr.	Newspaper supplement (Included in 450 newspapers across the country)	
*427.	Our Widening World	Rand McNally & Co.	1-7	Curr.	Basal social studies series	
	You and Me		1	Yr.	Textbook	$ 4.62
					Teacher's edition	$ 5.22
					Duplicating masters	$ 15.84
	Here We Are		2	Yr.	Textbook	$ 4.50
					Teacher's edition	$ 6.21
					Duplicating masters	$ 15.84
	Our Land		3	Yr.	Textbook	$ 6.42
					Teacher's edition	$ 7.35
					Duplicating masters	$ 21.12
	Where on Earth		4	Yr.	Textbook	$ 7.20
					Teacher's edition	$ 8.76
					Duplicating masters	$ 21.12
	Across America		5	Yr.	Textbook	$ 8.10
					Teacher's edition	$ 10.86
					Duplicating masters	$ 21.12
	The World--Now and Then		6/7	Yr.	Textbook	$ 9.00
					Teacher's edition	$ 12.96
					Duplicating masters	$ 21.12
	World Views		6/7	Yr.	Textbook	$ 9.00
					Teacher's edition	$ 12.96
					Duplicating masters	$ 21.12

Title	Publisher	Grade Level	Time Required	Type of Material	Price
INTERDISCIPLINARY SOCIAL STUDIES (cont.)					
**428. Scott, Foresman Social Studies	Scott, Foresman and Company	K-7	Curr.	Basal social studies series	
				Student texts (K-7)	$ 3.15-8.97
				Teacher's editions K-7)	$ 4.26-12.48
				Student workbooks (1-7)	$ 1.92-2.40
				Teach. ed. wkbks. (1-7)	$ 2.43-3.21
				Test booklets (pkg. of 10) (3-7)	$ 5.40
				Skill dup. masters (1-6)	NA
* 428. Silver Burdett Social Science	Silver Burdett Co.	1-6	Curr.		
Living in Families		1	Yr.	Textbook, teacher's ed., spirit master activity sheets	NA
Living in Communities		2	Yr.	Textbook, teacher's ed.	NA
People and Resources		3	Yr.	Grades 3-6 include: Textbook, teacher's ed., spirit masters activity sheets, skill workbooks, teacher's ed. (workbook), tests, teach. ed. (tests), blank answer sheets	NA
People in Regions		3-4	Yr.		
People and Places					
People in the Americas		5	Yr.		
People in the Eastern Hemisphere		6	Yr.		
429. Winnie the Witch: Stories About Values Book Cassette	Society for Visual Education, Inc.	K-3	Supp.	4 sets of 10 books, each with cassette (narrative)	
				Complete set:	$ 85.00
A Box Full of Trouble				Each title:	$ 21.95
The Vanishing Tools					
The Message in the Sand					
A Bad Day in Ipsilwhich					

* Analyzed in this volume ** Analyzed in Volume 4 of the DATA BOOK NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
INTERDISCIPLINARY SOCIAL STUDIES (cont.)					
430. Graphs and Surveys	Xerox Ed. Pubs.	7-9	Supp.	48-page booklet	$ 0.95
431. Taking a Stand: Discussion	Xerox Ed. Pubs.	9-12	Supp.	64-page booklet	$ 1.25
LEGAL EDUCATION					
432. Juvenile Justice (Spring 1979 issue of Update on Law Related Education)	American Bar Association	Teacher Resource	Supp.	Law-related magazine for teachers, focusing on a wide range of problems in juvenile justice	$ 2.00
433. Law and Humanities: Implications for Elementary Education	American Bar Association	Teacher Resource	Supp.	Readings on law and humanities programs for elementary schools	NA
434. Law Goes to School (Fall, 1979 issue of Update on Law-Related Education	American Bar Association	Teacher Resource	Supp.	Law-related magazine for teachers, focusing on a wide range of problems suggested by education and the law	$ 2.00
435. Religion and the Law (Winter 1979 issue of Update on Law-Related Education)	American Bar Association	Teacher Resource	Supp.	Law-related magazine for teachers, in this focusing on a wide range of problems raised by religion and the law	$ 2.00
436. Rights of Ex-offenders, The	Avon Books	9-12	Supp.	Paperbound book	$ 1.95
437. Rights of Lawyers and Clients, The	Avon Books	9-12	Supp.	Paperbound book	$ 1.95
438. Rights of the Physically Handicapped, The	Avon Books	8-12	Supp.	Paperbound book	$ 2.25

NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
LEGAL EDUCATION (cont.)						
439.	Rights of Tenants, The	Avon Books	9-12	Supp.	Paperbound book	$ 1.95
440.	Rights of Union Members, The	Avon Books	8-12	Supp.	Paperbound book	$ 2.25
441.	Surprise, Surprise	Avon Books	8-12	Supp.	Paperbound book	$ 2.25
442.	Law in America: How and Why It Works	Bantam Books	9-12	Supp.	Paperbound student resource book	$ 2.50
443.	Dictionary of Legal Terms	Barrons Educational Series, Inc.	9-12	Supp.	Paperbound textbook	$ 2.95
444.	Authority, Levels I-IV	Law in A Free Society	K-12	Supp.	6 multimedia instructional units for different grade levels; each includes 4 color filmstrips, tape cassettes, 30 student books, and 1 teacher's edition	$110.00-$155.00 each
445.	Privacy, Levels I-IV	Law in a Free Society	K-12	Supp.	6 multimedia instructional units for different grade levels; each includes 4 color filmstrips, tape cassettes, 30 student books, and 1 teacher's edition	$110.00-$155.00 each
446.	Justice, Levels V and VI	Law in a Free Society	7-12	Supp.	2 multimedia instructional units, 1 for junior and 1 for senior high; each contains 3 color filmstrips, tape cassettes, 30 student books, and 1 teacher's edition	$155.00 each

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
LEGAL EDUCATION (cont.)						
447.	Responsibility, Level VI	Law in A Free Society	10-12	Supp.	Multimedia instructional unit with 3 color filmstrips, tape cassettes, 30 student books and 1 teacher ed.	$155.00
448.	Law Enforcement Education in the Middle Grades: Police/Student Relations	National Education Association	6-9	Supp.	Teacher's curriculum resource	$ 4.50
449.	People, Law and the Futures Perspective	National Education Association	K-12	Supp.	Teacher's curriculum resource	$ 2.50
450.	Blue Jeans and Black Robes: Teenagers and the Supreme Court	Julian Messner	7-12	Supp.	Hardbound student resource book	$ 7.79
451.	Bill of Rights in Action School Crime and Vandalism	Social Studies School Service	9-12	Supp.	Student pamphlet 4 issues per year	$ 4.00
452.	Bill of Rights in Action Supreme Court Highlights 1977-78	Social Studies School Service	9-12	Supp.	Student pamphlet 4 issues per year	$ 4.00
453.	Bill of Rights in Action Youth and the Law--Part I	Social Studies School Service	9-12	Supp.	Student pamphlet 4 issues per year	$ 4.00
454.	Bill of Rights in Action Youth and the Law--Part II	Social Studies School Service	9-12	Supp.	Student pamphlet 4 issues per year	$ 4.00
455.	Decision: Crisis in Education Policymaking	Social Studies School Service	10-12	Qtr.	Simulation Game	$ 4.95
456.	Law Today: Curriculum Mini-Units Password: The Law and Bilingual Education	Social Studies School Service	7-12	Supp.	Lesson Plans	$ 3.95

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
LEGAL EDUCATION (cont.)						
456 (cont.)	Do You Believe?: The Right to Religious Freedom					
	Students Are also Citizens: Students' First Amendment Rights					
	Spare the Rod: Student Suspension Hearing Rights					
	Turnabout: University Admissions Policies					
	With Interest It Comes To: Contracts and Credit					
	Satisfaction Guaranteed: Consumer Protection					
	To Prosecute or Not: Crime-Changing Standards					
	No Vacancies: Environmental Protection					
	Gateway: Immigration Law					
	Workout: Labor Disputes					
	Roundtable: Employee Rights					
	Finders Keepers: Property Rights					
	Keep Out--Danger!: Protecting Property with Dangerous Devices					
	We've Got You Covered: Work Related Injuries:					
	Play Ball: Sex Discrimination in Sports					
	Dignity: Sex Discrimination in Employment					
	Design for Life: Abortion, Parental and Paternal Consent					
	To Love and To Share: Living Together without Marriage					

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
LEGAL EDUCATION (cont.)						
457.	Managing School Conflict	Social Studies School Service	10-12	Qtr.	Simulation Game	$ 4.95
458.	Great Ideas in the Law Series	West Publishing Company, Inc.				
*	The Idea of Liberty		11-12	Supp.	Soft cover textbook	$ 4.00
	Justice: Due Process of Law		11-12	Supp.	Soft cover textbook	$ 4.50
	Street Law, A Course in Practical Law		9-12	Yr.	Textbook (paperbound and hardbound) w/teacher's manual. (Quantity discounts available)	NA
459.	Law in Action Series (Second edition)	West Publishing Company, Inc.	5-9	Qtr.	5 textbooks	$ 4.00 each
	Lawmaking				Teacher's editions (Quantity discounts available)	$ 4.00 each
	Young Consumers					
	Juvenile Problems and Law					
	Courts and Trials					
	Youth Attitudes and Police					
460.	Courts and the Law	Xerox Education Publications	7-12	Supp.	48-page booklet	$ 1.15
461.	Lawsuit, The	Xerox Education Publications	9-12	Supp.	48-page booklet	$ 1.25
462.	Liberty Under Law	Xerox Education Publications	7-12	Supp.	64-page booklet	$ 1.15
463.	Prohibition Era, The	Xerox Education Publications	9-12	Supp.	64-page booklet	$1.25
464.	Rights of the Accused, The	Xerox Education Publications	9-12	Supp.	48-page booklet	$1.15
465.	Supreme Court, The	Xerox Education Publications	7-12	Supp.	48-page booklet	$1.25

* Analyzed in this volume

Title	Publisher	Grade Level	Time Required	Type of Material	Price
MULTICULTURAL EDUCATION					
466. Multi Cultural Spoken Here	Goodyear Publishing Company, Inc.	4-6	Supp.	Teacher resource book with reproducible student pages	$9.95
467. Algonquian and Iroquois Crafts For You to Make	Julian Messner	3-6	Supp.	Hardbound student resource book	$8.29
MULTIDISCIPLINARY					
468. Cooking Up Curriculum Concepts	Ideal School Supply Company	4-6	Supp.	Teacher/student resource book	$7.95
469. Child Care and Development	J.B. Lippincott Co.	7-12	Sem./Yr.	Hardbound student text Paperbound teacher's man. Evaluation program (tests and worksheets for vocabulary and concept drill) on dup. master	$9.87 $4.95 $18.00
MULTIDISCIPLINARY SOCIAL STUDIES					
*470. Introduction to the Social Sciences	Allyn & Bacon, Inc.	7-10	Yr.	Textbook Teacher's guide with handouts (dup. masters)	$ 12.21 NA
471. Exploring Our World (Series) (revised)	Follett Publishing	1-7	Curr.	Basal social studies series	
People		1	Yr.	Textbook	$ 5.49
Groups		2	Yr.	Textbook	$ 5.97

* Analyzed in this volume

NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
MULTIDISCIPLINARY SOCIAL STUDIES (cont.)					
471 (cont.) Communities					
		3	Yr.	Textbook	$ 6.99
				Workbook	$ 1.98
Regions				Unit tests	$ 5.43
		4	Yr.	Textbook	$ 7.65
				Workbook	$ 1.98
The Americas				Unit tests	$ 5.43
		5	Yr.	Textbook	$ 8.61
				Workbook	$ 2.19
Eastern Hemisphere				Unit Tests	$ 5.43
		6-7	Yr.	Textbook	$ 8.88
				Workbook	$ 2.19
Latin America and Canada				Unit tests	$ 5.43
		6-7	Yr.	Textbook	$ 8.61
				Workbook	$ 2.19
				Unit tests	$ 5.43
472. Bike Route	Ideal Sch. Supp. Co.	K-6	Supp.	Game	$ 9.25
473. Red Light/Green Light	Ideal Sch. Supp. Co.	Pre-2	Supp.	Game	$ 4.25
**474. Social Issues Resources Series	Social Issues	7-coll.	Supp.	28 topics available; for each: Loose-leaf, 3-ring binder with up to 100 reprint articles per volume	
				60 article volume	$ 36.00
				Each set of supplements (Volumes available separately)	$ 12.00
				Volumes updated annually with 20 new articles	$ 12.00
				Study guide	Free

** Analyzed in Volume 4 of the DATA BOOK

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
MULTIDISCIPLINARY SOCIAL STUDIES (cont.)						
475.	Living in America Series	Steck-Vaughn Co.		Supp.	4 consumable worktexts	$ 1.68 each
	Citizens Today		3-4			
	America's Early Years		4-5			
	Twentieth Century America		4-5			
	Democracy in Action		5-6			
POLITICAL SCIENCE						
476.	Against All Enemies	Avon Books	8-12	Supp.	Paperbound book	$ 2.50
477.	Political Bestiary, A	Avon Books	9-12	Supp.	Paperbound book	$ 4.95
478.	What Is Fascism?	Guidance Associates	9-14	Supp.	2 filmstrips, 2 tape cassettes, 2 LP records, teacher's guide, library processing kit	$ 69.50
479.	Women in Congress	Julian Messner	7-12	Supp.	Hardbound student resource book	$ 8.29
PSYCHOLOGY						
480.	Body Has Its Reasons, The	Avon Books	8-12	Supp.	Paperbound book	$ 2.50
481.	Caring	Avon Books	9-12	Supp.	Paperbound book	$ 2.25
482.	Psychobabble	Avon Books	9-12	Supp.	Paperbound book	$ 2.25
483.	Self Creation	Avon Books	8-12	Supp.	Paperbound book	$ 2.50
484.	Human Sexual Behavior	Carolina Biological	9-12	Supp.	Student resource book	$ 2.50
485.	Psychological testing	Carolina Biological	9-12	Supp.	Student resource book	$ 1.50

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
PSYCHOLOGY (cont.)						
486.	Cults: The Appeal, The Danger	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cass., discussion guide	$ 27.50
487.	Review of the Novel "Flowers for Algernon," A	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cass., hardbound book, guide	$ 34.95
488.	Review of the Novel "Lisa, Bright and Dark," A	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cass., hardbound book, guide	$ 34.95
489.	Review of the Novel "Lord of the Flies," A	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cass., hardbound book, guide	$ 34.95
490.	Review of the Novel "I Never Promised You A Rose Garden," A	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cass., hardbound book, guide	$ 34.95
491.	Review of the Novel "Ordinary People," A	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cass., hardbound book, guide	$ 34.95
492.	Hidden Minority, The: Homosexuality in Our Society	Guidance Associates	9-Adult	Supp.	2 filmstrips, 2 tape cass., 2 LP. records, teacher's guide, library process. kit	$ 69.50
* 493.	Psychology: Its Principles and Applications, Seventh ed.	Harcourt Brace Jovanovich, Inc.	10-12	Yr./ Sem.	Textbook Student activity manual Teacher's man. and tests	$ 10.50 $ 4.35 $ 3.45
494.	Addictive Personality, The	Human Relations Media Center	9-12	Supp.	2 color, sound filmstrips	$ 60.00
495.	Almost Normal: The Mentally Retarded	Human Relations Media Center	9-12	Supp.	3 color, sound filmstrips	$ 90.00
496.	Depression: Recognizing It, Fighting It	Human Relations Media Center	9-12	Supp.	3 color, sound filmstrips	$ 90.00

* Analyzed in this volume

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
PSYCHOLOGY (cont.)						
497.	Cults, Charisma, and Mind Control	Human Relations Media Center	9-12	Supp.	3 color, sound filmstrips	$ 90.00
498.	Eight Stages of Human Life: Introduction to Developmental Psychology--Unit I and II	Human Relations Media Center	9-12	Supp.	2 sets; each contains 4 color, sound filmstrips	$135.00 each
499.	New Pathways in Psychology: Interpersonal, Existential, and Humanist	Human Relations Media Center	9-12	Supp.	3 color, sound filmstrips	$ 90.00
500.	Violent Mind, The	Human Relations Media Center	9-12	Supp.	3 color, sound filmstrips	$ 90.00
501.	Freudian Defense Mechanisms	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip	$ 20.00
502.	Piaget: How Humans Learn	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip	$ 15.00
503.	Basic Concepts in Psychology	Prentice-Hall Media	9-12	Supp.	4 filmstrips w/cassettes, teacher's guide	$104.00
504.	Psychology: A Personal Perspective	Prentice-Hall Media	9-12	Supp.	4 filmstrips w/cassettes, teacher's guide	$104.00
505.	Experiencing Psychology	Science Research Associates	10-12	Sem./Yr.	Student text Teacher's manual Student workbook Tests	$ 11.45 NA NA NA

NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
READING IN SOCIAL STUDIES					
506. Windows on Canada	Houghton Mifflin Co.	4-6	Supp.	Textbook Package of 3	$ 2.28 $ 6.48
507. Windows on Japan	Houghton Mifflin Co.	4-6	Supp.	Textbook Package of 3	$ 2.28 $ 6.48
508. Windows on Latin America	Houghton Mifflin Co.	4-6	Supp.	Textbook Package of 3	$ 2.28 $ 6.48
RELIGION					
509. Beginnings	Atheneum Publishers	NA	Supp	Student resource book	$ 8.95
510. In Search of God	Atheneum Publishers	NA	Supp.	Student resource book	$ 9.95
511. Buddhism	Avon Books	8-12	Supp.	Paperbound book	$ 2.75
512. The Messiah Texts	Avon Books	9-12	Supp.	Paperbound book	$ 7.95
513. The Great Religions: Islam	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip	$ 20.00
SKILL DEVELOPMENT					
514. Maine Newspaper in Education Activities Book for Educators (from: Bangor Daily News)	American Newspaper Publisher's Assoc. Foundation	K-6	Supp.	500 activities to use with the newspaper	$ 5.00
515. Newspaper in Education (from: Des Moines Register and Trib.)	American Newspaper Publisher's Assoc. Foundation	K-6	Supp.	Guide for developing NIE program	$ 6.95

NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
SKILL DEVELOPMENT (cont.)						
516.	Using the Want Ads. (from Janus Book Publishers)	American Newspaper Publisher's Assoc. Foundation	6-12	Supp.	Simulation and experience in learning to read and use the want ads.	NA
517.	Understanding The Library Series	BFA Educational Media	4-8	Supp.	4 sound filmstrips w/ cassettes records, 20 activity masters, poster	$ 80.00
518.	Competency Skills: How to Prepare for a Competency Test	Center for Humanities	9-12	Supp.	80 slides in 1 carousel cartridge, 1 tape cass., 1 LP record, teacher's guide, library process. kit	$ 79.50
519.	Competency Skills: How to Use Your Time Better and Improve Your Grades	Center for Humanities	9-12	Supp.	Same as above	$ 79.50
520.	Competency Skills: How to Write Letters Asking for Information	Center for Humanities	9-12	Supp.	Same as above	$ 79.50
521.	Basic Vocabulary Reviews for Social Studies	Educational Master-prints Company	7-9	Supp.	Duplicating masters	$ 5.50
522.	Vocabulary Reviews for Social Studies	Educational Master-prints Company	9-12	Supp.	Duplicating masters	$ 6.50
523.	Checking Your Work	Guidance Associates	K-3	Supp.	1 filmstrip, 1 cassette, 1 LP record, teacher's guide, library process. kit	$ 39.50
524.	Finding An Idea	Guidance Associates	K-3	Supp.	Same as above	$ 39.50
525.	I Couldn't Put It Down: Hooked on Reading--Collection Four	Guidance Associates	4-10	Supp.	4 filmstrips, 4 tape cass., 4 LP records, teacher's guide, library process. kit	$109.50

NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
SKILL DEVELOPMENT (cont.)						
526.	Putting Ideas In Order	Guidance Associates	K-3	Supp.	1 filmstrip, 1 tape cass., 1 LP record, teacher's guide, library process. kit	$ 39.50
527.	Writing a Story	Guidance Associates	K-3	Supp.	Same as above	$ 39.50
528.	Spatial Orientation Skills	Multi-Media Productions, Inc.	1-4	Supp.	4-part sound filmstrip series	$ 50.00
529.	Disney's World of Study Skills	Walt Disney Edu. Media Company	3-8	Supp.	6 color filmstrips, 6 cassettes, teacher's guide	$134.00
530.	Living On Your Own: A Disney Life Skills Program	Walt Disney Edu. Media Company	7-8 7-12	Supp.	10 filmstrips, 10 cass., 10 spiritmasters, teacher's guide	$229.00
531.	Beyond The Easy Answer	Zenger Pubs., Inc.	6-12	Supp.	Book	$ 4.95
SOCIOLOGY						
532.	Seven Spells to Sunday	Atheneum Publishers	NA	Supp.	Student resource book	$ 6.95
533.	Trouble in School	Avon Books	8-12	Supp.	Paperbound book	$ 1.95
534.	Sociology, Third Edition	Ginn and Company	10-12	Sem.	Student text Teacher's guide	$ 10.30 $ 3.45
535.	American Family in Crisis, The	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip	$ 40.00
536.	Art of Parenting, The	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip	$ 20.00
537.	California: America's Crazy Symbol?	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip	$ 15.00

NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
SOCIOLOGY (cont.)						
538.	Selecting Leisure Activities	Multi-Media Productions	9-12	Supp.	Sound filmstrip	$ 15.00
539.	American Workplace, The	Prentice-Hall Media	7-12	Supp.	2 filmstrips w/cassettes, teacher's guide, learning activity pack	$ 55.00
*540.	Introduction to Sociology and Anthropology (Complete Series) Basic Concepts Community Study: Fall River, MA Community Study: Kumasi, Ghana Community Study: Clayton, MO Community Study: Zinacantan, Mexico Community Study: Huddersfield, Eng.	Prentice-Hall Media	9-12	Supp.	21 filmstrips w/cassettes, 6 teacher's guides, 1 set of spirit masters (individual titles available separately)	$465.00
541.	New Immigrants, The	Prentice-Hall Media	7-12	Supp.	2 filmstrips w/cassettes, teacher's guide, learning activity pack	$ 55.00
542.	Sociology: People in Groups	Science Research Associates	9-12	Sem./Yr.	Student text instructor's manual, student activity book, test bank	$ 9.75 NA NA NA

* Analyzed in this volume NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
STATE HISTORIES					
543. Enchantment of California, The	Current Affairs Films	7-9	Supp.	Color sound filmstrip w/ cassette, hardbound book, guide	$ 34.95
544. Enchantment of Massachusetts, The	Current Affairs Films	7-9	Supp.	Same as above	$ 34.95
545. Kentucky Heritage, Second Edition	Steck-Vaughn Co.	7-8	Yr.	Textbook	$ 5.52
546. Our Louisiana Legacy, Second Edition	Steck-Vaughn Co.	7-8	Yr.	Textbok	$ 5.64
547. Your Tennessee, Revised	Steck-Vaughn Co.	7-8	Yr.	Textbook	$ 7.20
TEACHING TECHNIQUES					
548. The Daily Newspaper: How To Use It In Your Classroom	Current Affairs Films	4-6	Supp.	Color slides w/cassette, discussion guide	$ 59.00
549. Interpersonal Communication: Innovations in Instruction	National Educational Association	K-16	Supp.	Teacher's resource	$ 7.50
550. Motivation and Teaching: A Practical Guide	National Educational Association	K-12	Supp.	Teacher's guide	$ 8.50
URBAN STUDIES					
551. Story of an English Village, The	Atheneum Publishers	NA	Supp.	Student resource book	$ 7.95

NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
URBAN STUDIES (cont.)						
552.	Exploring the Urban World Revised Edition	Globe Book Co., Inc.	7-9	Yr.	Basal text for urban studies	$ 7.05
553.	City Kid's Book, The	The Ontario Institute for Studies in Edu.	5-7	Qtr.	Readings and activities for city children teacher's guide	$ 6.75 $ 7.75
VALUES EDUCATION						
554.	Science and Human Values	Carolina Biological Supply Company	10-12	Supp.	2 color filmstrips with cassettes	$ 49.00
555.	Elderly, The	The Ontario Institute for Studies in Edu.	10-12	Supp.	Readings and topics for analysis Student unit Teacher's guide	 $ 2.50 $ 3.50
556.	Prejudice	The Ontario Institute for Studies in Edu.	10-12	Supp.	Same as above	Same
557.	War	The Ontario Institute for Studies in Edu.	10-12	Supp.	Same as above	Same
558.	Censorship	Prentice-Hall Media	7-12	Supp.	2 filmstrips w/cassettes, teacher's guide, learning activity pack	$ 55.00
559.	Privacy Game, The	Simile II	12th	Supp.	Simulation game--kit containing director's guide, situations forms, response markers, transparency	NA

NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
VALUES EDUCATION (cont.)						
560.	Back to School With Winnie the Pooh	Walt Disney Edu. Media Company	K-3	Supp.	5 color filmstrips w/ cassettes, teacher's guide	$112.00
561.	Tales of Jiminy Cricket	Walt Disney Edu. Media Company	K-3	Supp.	6 color filmstrips w/ cassettes or records, teacher's guide	$134.00
562.	Erica's School on the Hill	Winston Press, Inc.	K-6	Supp.	Teacher and student resource book	$ 2.95
WOMEN'S STUDIES/MEN'S STUDIES						
563.	Case of Women, The	Paul S. Amidon and and Associates, Inc.	9-12	Supp.	6 audiotaped lessons	$ 36.00
564.	Male Sexual Function	Avon Books	8-12	Supp.	Paperbound book	$ 2.50
565.	Women: A Book for Men	Avon Books	9-12	Supp.	Paperbound book	$ 6.95
566.	Woman of Independent Means, A	Avon Books	8-12	Supp.	Paperbound book	$ 2.50
567.	Women and Money	Avon Books	8-12	Supp.	Paperbound book	$ 2.25
568.	Feminist Papers, The: From Adams to de Beauvoir	Bantam Books	9-12	Supp.	Paperbound student resource book	$ 2.95
569.	History of Women in America, A	Bantam Books	8-12	Supp.	Paperbound student resource book	$ 2.95
570.	Focus on the Future	Education Develop. Center	6-12	Supp.	3 manuals	$ 2.00
571.	Present But Not Accounted For: Women in Educational History	Education Develop. Center	Teacher Resource	Supp.	1 audiotape, transparencies, handouts	$ 2.25

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
WOMEN'S STUDIES/MEN'S STUDIES (cont.)						
572.	Sources of Strength	Education Develop. Center	9-12	Supp.	2 manuals, 2 audiotapes	$ 20.00
*573.	Black Foremothers: Three Lives	Feminist Press/ McGraw Hill Book Co.	8-12	Supp.	Student resource book; biographies	$ 4.35
*574.	Changing Learning, Changing Lives	Feminist Press	9-12	Supp.	Teacher resource book	$ 6.00
*575.	Moving the Mountain: Women Working for Social Change	Feminist Press/ McGraw Hill Book Co.	9-12	Supp.	Student resource book; oral histories of political activists	NA
*576.	Out of the Bleachers: Writings on Women and Sport	Feminist Press/ McGraw Hill Book Co.	9-12	Supp.	Student resource book, anthology	$ 5.00
*577.	Rights and Wrongs	Feminist Press/ McGraw Hill Book Co.	9-12	Supp.	Student resource book	$ 3.25
*578.	Women Working: Stories and Poems	Feminist Press/ McGraw Hill Book Co.	9-12	Supp.	Literature anthology	$ 5.50
579.	Male and Female in Today's World	Harcourt Brace Jovanovich, Inc.	9-12	Qtr.	Textbook Teacher's guide	$ 4.50 $ 1.50
580.	Women: Portraits	McGraw Hill Book Co.	7-12	Supp.	Student resource book	$ 5.08
*581.	Women in America	Rand McNally & Co.	7-12	Supp.	Student text	$ 3.84
**582.	We, The American Women: A Documentary History	Science Research Associates	Sem./ Yr.	1 or 2	Student text--Paperbound Hardbound Teacher's guide, student activity book	$ 6.95 $ 11.95 NA

* Analyzed in this volume ** Analyzed in Volume 4 of the DATA BOOK NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
WORLD CULTURES/WORLD GEOGRAPHY						
*583.	Culture Studies Program: Africa South of the Sahara Asia Latin America The Middle East and North Africa	Addison-Wesley Publishing Company	7-12	Yr.	5 Textbooks 5 Teacher's manuals	$ 3.96 ea. $ 1.80 ea.
584.	Afro-Asian Culture Studies	Barrons Educational Series, Inc.	7-12	Sem/ Yr.	Hardbound textbook Paperbound textbook	$ 12.00 $ 8.85
585.	Conversations with Global Explorers	Coronet Instructional Media	5-8	Supp.	6 cassettes, 28 duplicating masters, program guide	$ 72.00
586.	Leningrad: A Center of Soviet Culture	Encore Visual Education, Inc.	7-12	Supp.	1 color filmstrip, 1 cass., teacher's manual	$ 23.00
587.	Soviet Central Asia	Encore Visual Education, Inc.	7-12	Supp.	Same as above	Same
588.	Soviet Transcaucasia	Encore Visual Education, Inc.	7-12	Supp.	Same as above	Same
589.	The New Exploring A Changing World (revised)	Globe Book Co., Inc.	7-9	Yr.	Basal text	$ 9.87
590.	Africa	McDougal, Littell and Company	9-12	Sem.	Textbook	$ 5.80
591.	China	McDougal, Littell and Company	9-12	Sem.	Textbook	$ 5.80
592.	India	McDougal, Littell and Company	9-12	Sem.	Textbook	$ 5.80
593.	Japan	McDougal, Littell and Company	9-12	Sem.	Textbook	$ 5.80

* Analyzed in this volume

Title	Publisher	Grade Level	Time Required	Type of Material	Price
WORLD CULTURES/WORLD GEOGRAPHY (cont.)					
594. Latin America	McDougal, Littell and Company	9-12	Sem.	Textbook	$ 5.80
595. The Mediterranean Rim	McDougal, Littell and Company	9-12	Sem.	Textbook	$ 5.80
596. Southeast Asia	Mc Dougal, Littell and Company	9-12	Sem.	Textbook	$ 5.80
597. Soviet Union, The	Mc Dougal, Littell and Company	9-12	Sem.	Textbook	$ 5.80
598. Global Insights: People and Cultures Insights: China/India/Latin/ America/Middle East/Soviet Union/ Subsaharan Africa	Charles E. Merrill Publishing Co.	9-11	Yr./ Qtr.	Hardbound text 6 units, paperbound modules paperbound teacher's guide Evaluation program, dup. masters (booklet)	$ 12.30 $ 3.90 each $ 3.90 $ 24.00
WORLD HISTORY					
*599. Global History, A	Allyn and Bacon, Inc.	9-12	Yr.	Textbook Teacher's guide Tests (dup. masters)	$ 11.25 $ 3.00 $ 28.50
600. World History Review Text (Second Edition)	Amsco School Publications, Inc.	10	Yr.	Paperbound textbook Hardbound textbook	$ 5.00 $ 8.25
601. Edwardian Holiday, An	Atheneum Publishers	NA	Supp.	Student resource book	$ 8.95
602. Day of the Scorpion, The	Avon Books	8-12	Supp.	Paperbound book	$ 2.25

* Analyzed in this volume

NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
WORLD HISTORY (cont.)						
603.	Final Entries 1945	Avon Books	8-12	Supp.	Paperbound book	$ 2.50
604.	Jewel in the Crown, The	Avon Books	8-12	Supp.	Paperbound book	$ 2.25
605.	Towers of Silence, The	Avon Books	8-12	Supp.	Paperbound book	$ 2.50
606.	China Yesterday and Today	Bantam Books	10-12	Supp.	Paperbound student resource book	$ 2.95
607.	Hitler and Nazism	Bantam Books	9-12	Supp.	Paperbound student resource book	$ 1.95
608.	Holocaust	Bantam Books	7-12	Supp.	Paperbound student resource book	$ 2.50
609.	Holocaust Years, The: Society on Trial	Bantam Books	9-12	Supp.	Paperbound student resource book	$ 1.95
610.	Ireland: A Terrible Beauty (large format)	Bantam Books	8-12	Supp.	Paperbound student resource book	$ 9.95
611.	Mischling, Second Degree: My Childhood in Nazi Germany	Bantam Books	6-12	Supp.	Paperbound student resource book	$ 1.95
612.	Red Star Over China	Bantam Books	10-12	Supp.	Paperbound student resource book	$ 2.95
613.	Socialism	Bantam Books	10-12	Supp.	Paperbound student resource book	$ 2.95
614.	Unknown War, The (large format)	Bantam Books	8-12	Supp.	Paperbound student resource book	$ 9.95
615.	War Against the Jews 1933-1945, The	Bantam Books	10-12	Supp.	Paperbound student resource book	$ 2.95
616.	Essentials of World History	Barrons Educational Series, Inc.	7-12	Supp.	Paperbound textbook	$ 3.50

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
WORLD HISTORY (cont.)						
617.	History at a Glance	Barrons Educational	7-12	Supp.	Paperbound textbook	$ 1.50
618.	Review of the Novel "All Quiet on the Western Front," A	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cass., hardbound book, guide	$ 34.95
619.	Review of the Novel "Hiroshima," A	Current Affairs Films	7-12	Supp.	Sound filmstrip w/cass., hardbound, guide	$ 34.95
620.	Adolf Hitler	Edu. Dimensions Group	9-12	Qtr.	2 sound filmstrips	NA
621.	Western Man and the Modern World: Units I-VIII	Educational Enrichment Matls.	9-14	Supp.	Each unit includes: 4-9 filmstrips w/cass., 2-4 teacher's guides	$ 80.00-$180.00 each
622.	Basic Reading Skills for World History	Educational Master-prints Company	7-9	Supp.	Duplicating masters	$ 6.00
623.	Student Activity Maps for World History	Educational Master-prints Company	7-12	Supp.	Duplicating masters	$ 6.50
624.	Civilizations of the Past	Globe Book Co., Inc.	6-7	Yr.	Basal text	$ 8.40
*625.	Arab-Israeli Conflict	Greenhaven Press, Inc.	9-12	Supp.	Paperbound textbook Hardbound textbook	$ 3.95 $ 9.95
626.	Rise of Communist China, The	Greenhaven Press, Inc.	9-12	Supp.	Paperbound textbook Hardbound textbook	$ 3.95 $ 9.95
*627.	Irish Question, The	Greenhaven Press, Inc.	9-12	Supp.	Paperbound textbook Hardbound textbook	$ 3.95 $ 9.95
628.	Unfinished Journey	Houghton Mifflin Co.	9-12	Yr.	Textbook	$ 12.75
629.	Brotherhood of Pirates	Julian Messner	4-6	Supp.	Hardbound student resource book	$ 7.29

* Analyzed in this volume NA--not available

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
WORLD HISTORY (cont.)						
630.	Nazi Hunter: Simon Wiesenthal	Julian Messner	7-12	Supp.	Hardbound student resource book	$ 7.29
631.	Ranger Battalion: American Rangers in World War II	Julian Messner	7-12	Supp.	Hardbound student resource book	$ 7.29
632.	Tutankhamun and the Mysteries of Ancient Egypt	Julian Messner	4-6	Supp.	Hardbound student resource book	$ 7.29
633.	Opium Wars, The	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip	$ 15.00
634.	Ni Hao--Meet the People of China	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip series (4-part series)	$ 80.00
635.	Roman Spain: Conquest	Multi-Media Productions, Inc.	9-12	Supp.	Sound filmstrip	$ 15.00
636.	China: Its Future in Its Past?	Pathescope Edu. Media, Inc.	7-12	Supp.	2 sound filmstrips w/ cassettes, teacher's manual	$ 65.00
637.	Portrait of Power: Khruschev	Prentice-Hall Media, Inc.	7-12	Supp.	1 filmstrip w/cassette, teacher's guide	$ 30.00
638.	Portrait of Power: LBJ	Prentice-Hall Media, Inc.	7-12	Supp.	1 filmstrip w/cassette, teacher's guide	$ 30.00
639.	Portrait of Power: Mao Tse-Tung	Prentice-Hall Media, Inc.	7-12	Supp.	1 filmstrip w/cassette, teacher's guide	$ 30.00
640.	Portrait of Power: Truman	Prentice-Hall Media, Inc.	7-12	Supp.	1 filmstrip w/cassette, teacher's guide	$ 30.00
641.	World History, A	Science Research Associates	9-12	2 Sem.	Student text Instructor's manual Student activity book	$ 12.45 NA NA

NA--not available

Title	Publisher	Grade Level	Time Required	Type of Material	Price
WORLD HISTORY (cont.)					
642. History and Life	Scott, Foresman and Company	9-12	Yr.	Student text	$ 12.81
				Teacher's annotated ed.	$ 13.26
				Student workbook	$ 2.97
				Teacher's ed. workbook	$ 3.36
				Duplicating master tests	$ 29.25
643. Practicing World History Skills	Scott, Foresman and Company	9-12	Supp.	Student text (consumable)	$ 2.94
				Teacher's edition	$ 4.17
644. Dance on the Earth	Charles Scribner's Sons	4-12	Supp.	Trade book	$ 8.95

PUBLISHER* ADDRESSES

To Accompany List of Social Studies Materials First Published in 1979

Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, CA 94025

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02210

American Bar Association
1155 East 60th Street
Chicago, IL 60637

American Book Company
135 West 50th Street
New York, New York 10020

American Guidance Service, Inc.
Publishers' Building
Circle Pines, MN 55014

American Newspaper Publisher's
Association Foundation
P.O. Box 17407
Dulles International Airport
Washington, D.C. 20041

Amidon, Paul S., & Associates, Inc.
1966 Benson Avenue
St. Paul, Minnesota 55116

Amsco School Publications, Inc.
315 Hudson Street
New York, NY 10013

Atheneum Publishers
122 East 42 Street
New York, New York 10017

Avon Books, School Division
959 Eighth Avenue
New York, New York 10017

Bantam Books, Inc.
School and College Division
666 Fifth Avenue
New York, New York 10019

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, New York 11797

BFA Educational Media
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, California 90406

Bowmar/Noble Publishers, Inc.
4563 Colorado Boulevard
Los Angeles, CA 90039

Carolina Biological Supply Company
2700 York Road
Burlington, North Carolina 27215

The Center for Humanities, Inc.
Communications Park
P.O. Box 100
White Plains, New York 10602

Consumers Union
256 Washington Street
Mount Vernon, New York 10550

Coronet Instructional Media
65 East South Water Street
Chicago, Illinois 60601

Current Affairs Films
P.O. Box 398
24 Danbury Road
Wilton, Connecticut 06897

Denoyer-Geppert Company
5235 North Ravenswood Avenue
Chicago, Illinois 60640

DMC, Inc.
Deadline Data on World Affairs
100 Northfield Street
Greenwich, Connecticut 06830

Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

*The following list of publishers includes those who responded to our request for information on K-12 social studies materials first published in 1979. Publishers who responded but had no new social studies materials are not listed.

Education Dimensions Group
Box 126
Stamford, Connecticut 06904

Educational Enrichment Materials
357 Adams Street
Bedford Hills, New York 10507

Educational Insights, Inc.
20435 South Tillman Avenue
Carson, California 90746

Educational Masterprints Company
Box 269
Garden City, New York 11530

EMC Corporation
180 East Sixth Street
Saint Paul, Minnesota 55101

Encore Visual Education, Inc.
1235 South Victory Boulevard
Burbank, California 91502

The Feminist Press
Box 334
Old Westbury, New York 11568

Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Foreign Policy Association
345 East 46th Street
New York, New York 10017

Geography Curriculum Project
107 Dudley Hall
University of Georgia
Athens, Georgia 30602

Ginn and Company
191 Spring Street
Lexington, Massachusetts 02173

Globe Book Company, Inc.
50 West 23rd Street
New York, New York 10010

Goodyear Publishing Company, Inc.
1640 Fifth Street
Santa Monica, California 90401

Greenhaven Press, Inc.
577 Shoreview Park Road
St. Paul, Minnesota 55112

Guidance Associates
Communications Park
P.O. Box 300
White Plains, New York 10602

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Holt, Rinehart and Winston
383 Madison Avenue
New York, New York 10017

Houghton Mifflin Company
One Beacon Street
Boston, Massachusetts 02107

Human Relations Media Center
175 Tompkins Avenue
Pleasantville, New York 10570

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453

Interact Company
Box 262
Lakeside, California 92040

Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036

Laidlaw Brothers
Thatcher and Madison
River Forest, Illinois 60305

Law in a Free Society
Suite 600
606 Wilshire Boulevard
Santa Monica, California 90401

Lippincott, J.B., Company
Educational Publishing Division
East Washington Square
Philadelphia, Pennsylvania 19105

Macmillan Publishing Company, Inc.
866 Third Avenue
New York, New York 10022

The Macmillan Company of Canada Limited
70 Bond Street
Toronto, Ontario M5B 1X3
Canada

McDougal, Littell & Company
P.O. Box 1667
Evanston, Illinois 60204

McGraw-Hill Book Company
28th Floor
1221 Avenue of the Americas
New York, New York 10020

Merrill, Charles E., Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Messner, Julian
Simon & Schuster Building
1230 Avenue of the Americas
New York, New York 10020

The Mini Page Publishing Company, Inc.
550 N. Street, N.W.
Washington, D.C. 20024

Multi-Media Productions, Inc.
P.O. Box 5097
Stanford, California 94025

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

National Geographic Society
17th and M Streets, N.W.
Washington, D.C. 20036

National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60076

New American Library, Inc.
P.O. Box 999
Bergenfield, New Jersey 07621

The Ontario Institute for
Studies in Education
252 Bloor Street West
Toronto 5, Ontario
Canada

Pathescope Educational Media, Inc.
71 Weyman Avenue
New Rochelle, New York 10802

Pendulum Press, Inc.
The Academic Building
Saw Mill Road
West Haven, Connecticut 06516

Prentice-Hall, Inc.
Educational Book Division
Englewood Cliffs, New Jersey 07632

Prentice-Hall Media
150 White Plains Road
Tarrytown, New York 10591

Rand McNally & Company
P.O.Box 7600
Chicago, Illinois 60680

Research Publications
P.O. Box 801
Glen Rock, New Jersey 07452

Science and Mankind, Inc.
Communications Park
Box 200
White Plains, New York 10602

Science Research Associates
155 North Wacker Drive
Chicago, Illinois 60606

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Scribner's, Charles, Sons
597 Fifth Avenue
New York, New York 10017

Silver Burdett Company
General Learning Corporation
250 James Street
Morristown, New Jersey 07960

Simile II
218 Twelfth Street
P.O. Box 910
Del Mar, California 92014

Social Issues Resources Series, Inc.
P.O. Box 2507
Boca Raton, Florida 33432

Social Studies School Service
10,000 Culver Boulevard
P.O. Box 802
Culver City, California 90230

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78767

Sunburst Communications, Inc.
39 Washington Avenue
Pleasantville, New York 10570

United Federation of Teachers
Box PRHC
260 Park Avenue, South
New York, New York 10010

Universal Research Systems, Inc.
P.O. Box 572
North Bergen, New Jersey 07047

University of Georgia
Center for Economic Education
Athens, Georgia 30602

Visual Education Corporation
14 Washington Road
P.O. Box 2321
Princeton, New Jersey 08540

Walt Disney Educational Media Company
500 South Buena Vista Street
Burbank, California 91521

West Publishing Company
170 Old Country Road
Mineola, New York 11501

Winston Press
430 Oak Grove, Suite 203
Minneapolis, Minnesota 55403

World Eagle, Inc.
64 Washburn Avenue
Wellesley, Massachusetts 02181

Xerox Education Publications
1250 Fairwood Avenue
P.O. Box 444
Columbus, Ohio 43216

Zenger Publications, Inc.
Gateway Station 802
Culver City, California 90230

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